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Cumberland University Bulletin

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VOLUME III JULY, 1906 NUMBER 4

REGISTER
1905-1906

ANNOUNCEMENTS
1906-1907

PUBLISHED SIX TIMES A YEAR BY THE CUMBERLAND UNIVERSITY
March, April, May, June, September, and December

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Commencement Week, 1906

Sunday, June 3—Baccalaureate Sermon.

Monday Forenoon, June 4—College Class.

Tuesday, June 5—Law Class Day.

Tuesday Evening, June 5—Conservatory of Music.

Wednesday, June 6—Alumni Day.

Thursday, June 7—Commencement Day. Conferring of Degrees by the President.

Calendar, 1906-1907

September 3–5, 1906.....Entrance Examinations.
September 5, 1906.....Opening of Fall Term.
October 4, 1906.....Seminary Opens.
December 22, 1906.....Beginning of Christmas Holidays.
January 1, 1907.....End of Christmas Holidays.
January 19, 1907.....Close of First Term.
January 22, 1907.....Beginning of Second Term.
May 7, 1907.....Final Seminary Exercises.
June 2, 1907.....Baccalaureate Day.
June 6, 1907.....Commencement Day.

Entrance Examinations

September 3, 1906, 9–12 A.M. .....Mathematics.
September 3, 1906, 2–5 P.M .....English and History.
September 4, 1906, 8–10 A.M. .....Modern Language.
September 4, 1906, 10–12 A.M.....Latin.
September 4, 1906, 2–4 P.M..... ... ...Greek.
September 5, 1906, 2–4 P.M.....Elementary Science.

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Assistant in Latin and Greek.

Assistant in Chemistry.

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Violin.

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Piano.

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College Department

Faculty

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Professor of Germanic Languages.

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Assistant in Latin and Greek.

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Assistant in Chemistry.

* In Europe for study.

Cumberland University

Lebanon, Tennessee

General Statement

History

THE history of higher education in the Cumberland Presbyterian Church begins with the year 1826, when Cumberland College was established at Princeton, Ky. From the beginning the College was seriously embarrassed by a small debt and a too meager income; and so year by year the situation grew worse, as the burden resting on the General Assembly grew heavier. Finally, in 1842, after fruitless efforts to lift the debt and endow the College, the General Assembly "appointed a committee to select a suitable location for the establishment of a new institution." After investigation, the committee decided on Lebanon, Tenn.—the citizens of which agreed to erect a building at a cost of $10,000—and, accordingly, in September, 1842, Cumberland University entered upon its history.

The University was first chartered December 30, 1843, and the charter was amended at various times thereafter. The Board of Trustees is self-perpetuating. The election of new members, however, must be confirmed by the General Assembly of the Cumberland Presbyterian Church.

When the Civil War began, the value of buildings and apparatus belonging to the University was rated at $50,000,

and the endowment at $100,000. Moreover, the University was in a most prosperous condition, the number of students in 1858—the most successful year—being four hundred and eighty-one. During the war the University suffered a fate like that of many another Southern school. The buildings were burned, the apparatus and library were destroyed, the endowment was rendered worthless, and many of the trustees and friends lost all hope of reorganization. Notwithstanding all this, a few faithful ones determined to attempt the seemingly impossible, and in January, 1866, the University was reopened without buildings, endowment or apparatus. Since the "resurgence from ashes" the University has had a steady growth. Its buildings are large and commodious, its libraries, general and departmental, number twenty thousand volumes, its apparatus is valued at many thousands of dollars, and its influence reaches far and wide through the Union.

Location

Lebanon is one of the oldest towns in Middle Tennessee. It celebrated its centennial in 1902. It has been an educational center almost throughout its history. Its people are celebrated for their culture, morality, and hospitality. The students are received into all their homes. It is an ideal community for student life. The University is the chief enterprise of the town, and as a result the citizens are deeply interested in its prosperity. They accord to the student a most hearty welcome. He is at home at their firesides, and receives on all hands words of cheer and encouragement.

Saloons were abolished in 1901 and since that time the University students have been free from all temptations of

vice. Lebanon has well appointed and progressive churches. All students are urged to attend faithfully the services held in the church of their choice.

Buildings

Memorial Hall is occupied by the Literary and Engineering Schools, and Conservatory of Music. It is a large structure, three stories high, and is situated on a beautiful elevation in the center of a campus of some forty-five acres. It contains more than fifty rooms, specially designed and adapted for college and university work. The University chapel, which occupies the rear portion, has just been finished in the most elegant style.

Caruthers Hall, situated on West Main street, contains two society halls, apartments for the Y. M. C. A., and the large auditorium for the general meetings of the students and for University exercises.

Divinity Hall, situated farther out on West Main street, has been thoroughly renovated, and is now used as a dormitory and refectory.

A magnificent new dormitory has been erected on the campus near the main entrance. The building is 156x50 feet, four stories high, with seventy-five rooms arranged in single apartments and in suites of two and three rooms. It has been constructed of pressed brick and stone, finished in hardwoods, and supplied with every modern convenience—steam heating, electricity, baths and closets on each floor, and elevator. The dining room and kitchen occupy the fourth floor.

The Mitchell Library

This library was the gift of Mr. David E. Mitchell (now President of the University), while still an undergraduate.

It occupies a large and well lighted room on the ground floor of the University building, and thus is within easy reach of the literary students. It is handsomely equipped with sectional book cases, elegant tables, a cabinet mantel, etc., and at present contains some two thousand one hundred volumes. Since it was opened more than three years ago it has proved of the utmost service to the students, and, in fact, may be said to form the most useful and needed equipment the college department has recently acquired.

Chemical Laboratory

The Chemical Department has at its command a number of rooms in the University building. In addition to the general lecture room there are laboratories for general and analytic work, well equipped with desks, furnished with gas and water, and apparatus for students ample for the courses offered. The stock of chemicals is representative, containing all the common compounds for experimental work, and many rare and curious substances. The laboratories are being enlarged and better equipped each year.

Museum of Natural History

The museum of natural history, though hampered for lack of room, embraces an excellent collection which would make a very creditable showing in more commodious quarters. There are several hundred fossils and casts of notable fossils, a working set of minerals, a fine collection of rocks furnished by the government, a large number of alcoholic specimens, and a very valuable collection of five hundred species of Japanese shells, including many duplicates.

Special mention must be made of a very large and valu-

able collection of shells, accurately classified—a bequest of the late Miss Victoria Jackson, of Bowling Green, Ky.

It is the desire of the curator of this department to make the collection as large and representative as possible; accordingly, friends of the University will confer a great favor by sending to the Professor of Natural Science any specimens they may secure.

Physical Laboratory

The Department of Physics has at its command a suite of rooms on the first floor of the University building. While not handsomely provided for as yet, this department has apparatus worth many hundreds of dollars, and is adding to its stock each year.

Gifts or bequests to the department will be gratefully received.

Astronomical Observatory

The University has no astronomical observatory, though it possesses a good reflecting telescope, a transit, and some other instruments of minor importance used by the classes in astronomy. It is earnestly hoped that some friend or alumnus will supply the means necessary to the erection of a small observatory—an addition greatly needed.

Nisbet Biological Laboratory

This recently established laboratory is the gift of a former student of Cumberland, Mr. Frank Watkins Nisbet, of St. Louis, Mo. It was founded in memory of his father and mother, Mr. and Mrs. Watkins F. Nisbet, formerly of Evansville, Ind. The laboratory is equipped with the best microscopes made, provided with all suitable eye pieces and objectives, mountings of various kinds, tables, chairs, and.

in fact, all other necessary paraphernalia. Mr. Nisbet's generous gift has made possible for the students methods of work and research not open to them heretofore.

Discipline

The University lays upon the student two general requirements. The first is embraced in the motto, "*Semper praesens, semper paratus.*" Continued absence from class and neglect of lessons are offenses for which the student may be admonished or suspended.

The second requirement is that he shall deport himself as a good citizen and a gentleman. In definition of this requirement, the Trustees, by special action, have declared the following as special offenses for which the student may be indefinitely suspended: "Intoxication, gambling, visiting drinking and gambling houses, acting riotously on the streets, and disturbing, by unseemly conduct, religious, literary or educational meetings of citizens or students."

Chapel Service

In the interest of the college students a brief chapel service is conducted each day by some member of the Faculty. At these services the simple truths of Christianity are stressed, the formation of right habits insisted on, the temptations peculiar to college men pointed out, and the worth of manly character emphasized. All students are required to attend.

Christian Associations

The members of the Faculty take pleasure in commending the good work done by the College Young Men's and Young Women's Christian Associations, which for many years have held before the student body the highest Christian

standards. Cumberland University has the honor of having organized one of the first college associations for men in the United States. This association, especially since its reorganization after the war, has been one of the strong religious forces of the University.

Literary Society

The students of the College Department maintain one of the most flourishing literary societies in the University. Programs consisting of debates, essays, papers and other work of a profitable nature are rendered weekly. A large and well-furnished room is provided by the University. Students are urged not to neglect this phase of college training.

Athletics

Believing that athletics is an essential feature of college and university life, the members of the Faculty co-operate with the student body in the effort to promote a healthy athletic spirit, and to maintain the standing of the University in the annual inter-collegiate contests. The Athletic Association, which is under Faculty direction, has the oversight of all local and inter-collegiate baseball and football games, field sports, etc. Professionalism is entirely excluded, and no student is permitted to take part in any public contest who is conditioned in his studies. Pending reformation in rules, the faculty has suspended the playing of football during the coming season.

The Oratorical Association

The University holds active membership in the Inter-Collegiate Oratorical Association of Tennessee, an organization of five years' standing, and one that during its brief

history has been effective in raising the standard of oratory in the several colleges represented.

The Cumberland Weekly

An important agency connected with the work of the University is *The Cumberland Weekly,* a periodical controlled and edited by the students of the University, subject to the Faculty's direction. It serves as the University mirror, reflecting all matters of interest relating to athletics, literary societies, the Young Men's Christian Association, and the various departments of the institution, which by its influence have been brought into close fellowship.

The Phoenix

The students of the University publish every spring a handsome annual called *The Phoenix.* It is a large volume beautifully illustrated and bound, containing half-tones of all student organizations and members of the Faculty, in addition to reading matter of a humorous and serious cast. *The Phoenix* is a source of pleasure and pride to all who are in any way connected with the University.

Boarding

The cost of board per week ranges from $2.25 to $3.75. This includes room rent, fuel and lights. Many of the best homes in Lebanon are open to student boarders, who thus are brought directly under the moral and refining influences of Lebanon society. Divinity Hall, which has been very successfully operated for several years, has reduced the cost per month to about $8. The cost of living in the new dormitory on the campus will be $13 per month, payable in advance. Students boarding here will furnish their own

toilet articles, four single sheets for bed 3x6 feet, one pillow, two pillow cases, two comforts, or one comfort and a pair of blankets if preferred. The cost of repairs for damage to the building will be expected from the student responsible. Only young men will be admitted as boarders. Special efforts to provide suitable homes for young ladies will be made by the faculty. Scholarship students who receive favors from the faculty will be expected to board at the Dormitory.

Fees

All term fees must be paid in advance. No one will be recognized as a student until his matriculation certificate has been signed by the Dean of the Faculty. In exceptional cases only shall students be permitted to have any part of their fees refunded. In cases of protracted sickness or providential occurrences requiring long absences, it is customary to give the student credit on his fees for another term by such an amount as may be deemed proper; and if he cannot return, he may transfer his right to another.

Students entering within four weeks of the opening are charged for the full term.

Students who enter late and desire credit for the work already done by the class will pay full fees.

Candidates for the ministry and children of active ministers are exempt from tuition, but are required to pay all other fees. If candidates shall ever voluntarily abandon the ministry, or shall not connect themselves with some department of church work, they will be required to remit to the Treasurer the full amount of tuition fees, according to regular charges.

Expenses per Term of Twenty Weeks

Tuition Fee for all students	$25 00
Contingent Fee for all students	12 50
Diploma Fee for graduates	5 00
Examination and Diploma Fee for all graduate students	25 00
Boarding with private families	70 00
Boarding, Divinity Hall, about	45 00
Boarding, New Dormitory	60 00

The fee for work in the Chemical Laboratory is $5 per term. In the Biological Laboratory, $2.50 per term. A deposit of $5 to cover breakage is required. As much of this as is unused will be refunded at the close of the year.

It is thus seen that the total necessary expenses of Academic students, exclusive of books, clothing and washing, need not exceed $100 per term of twenty weeks, and may be reduced to $85 if the student boards in a club.

Degrees

The work in this department of the University is divided into collegiate, or undergraduate instruction, and University, or graduate instruction.

Two undergraduate courses of instruction are provided. The classical course leads to the degree of Bachelor of Arts and may be taken with Latin and Greek or with Latin and Modern Language. The Scientific Course requires Modern Language and advanced science and leads to the degree of Bachelor of Science. Two graduate courses are offered, one leading to the degree of Master of Arts and the other to the degree of Doctor of Philosophy. The Engineering School confers the degree of Civil Engineer.

Requirements for Admission

Admission to the Freshman Class may be obtained in two ways:

1. *By Examination.*—The regular examinations for ad-

mission to the Freshman class are held each year in June and September. For students who desire to be examined elsewhere, and at a different time, satisfactory arrangements can be made. In such cases a small fee will be charged. See elsewhere calendar for details as to time and place.

Written examinations will be held in the following subjects: English, Mathematics, Latin, Greek, French, German, History, and Science. In lieu of our own the entrance examinations prescribed by the association of colleges and preparatory schools of the Southern States will be accepted.

No student will be admitted to standing in the University whose examination paper shows a marked deficiency in English composition, spelling, and punctuation.

2. *By Certificate.*—In lieu of written examinations certificates from certain training schools whose work has been approved by the Examining Board will be received. In the section of country directly contributory to the University there are a number of training schools of excellent grade, certificates from the principals of which will admit students to regular standing without written examinations. Castle Heights School, of Lebanon, Tenn., is the local preparatory school of the University.

It is suggested that students who wish to enter by certificate make application to the Registrar through their respective principals as early as possible. Blank forms may be had on application.

Outline of Subjects for Admission

ENGLISH—

The preparation for admission to the English work should include a thorough training in grammar and English composition. The student should possess a good

knowledge of spelling, punctuation, capitalization, and should have mastered the contents of the books listed below. In addition, a reasonable amount of collateral reading of English authors in poetry and prose should have been done. The examination is designed to test the candidate's appreciation of the literature studied, and further, to test his ability to express his thoughts in simple, idiomatic English. No student will be granted standing whose written work indicates lack of familiarity with the spirit and contents of the books in the required list, and shows, defective spelling, punctuation, grammar, etc. It is suggested that the candidate present as a further evidence of his preparatory work the exercise book used in composition. The examination will consist of four parts, based upon the following courses required for entrance:

a. Grammar and English Lessons. The correction of sentences illustrating common grammatical and rhetorical blunders. For samples, see the examination papers in the Appendix. Texts recommended for study: Allen's School Grammar, Longman's English Grammar, Kimball's English Sentence, Lewis' Applied English Grammar.

b. Rhetoric and Composition.—The writing of brief essays and character sketches based on the contents of the volumes of classics mentioned under the following course. Texts recommended: Clark's Practical Rhetoric, Lockwood and Emerson's Composition and Rhetoric, Herrick and Damon's Composition and Rhetoric, Scott and Denny's Elementary English Composition.

c. English and American Classics. The answering of questions dealing with the contents of the following listed books which must be read: Shakespeare's Merchant of Venice and Macbeth; Addison's Sir Roger de Coverley

Papers; Coleridge's Ancient Mariner; Irving's Life of Goldsmith; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner; Scott's Lady of the Lake and Ivanhoe; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur. The student should be able to make analyses of the thought, to relate the main incidents, to describe the most interesting situations in the books, and to supply ordinary biographical details. The following are to be studied carefully: Burke's Speech on Conciliation with America, Macaulay's Essays on Addison and Johnson, Milton's Minor Poems, Shakespeare's Julius Caesar.

d. English and American Literature. It is hoped that the students may offer short introductory courses to the study of Literature as a growth.

MATHEMATICS—

a. Arithmetic. A thorough knowledge of all ordinary arithmetical calculations and familiarity with the Metric System of Weights and Measures are imperative. Any good high school arithmetic may be used in preparation.

b. Algebra. Algebra through quadratics. Texts recommended for study: Wentworth's, Wells', Milne's.

c. Geometry. Plane and Solid. Texts recommended: Wentworth's, Wells', Philips' and Fisher's.

LATIN—

a. Latin Lessons, Grammar, Prose Composition.

b. Caesar (four books). In place of books three and four about fifty pages of Cornelius Nepos may be substituted. The passages selected for translation will be accompanied by questions dealing with the subject-matter, constructions, etc.

c. Cicero (six orations). The passages selected for

translation, accompanied by the usual questions of forms, constructions, etc. Composition.

d. Virgil's Aeneid (six books). In place of two books of the Aeneid, two thousand lines of Ovid may be offered. In addition to the usual questions accompanying the selections for translation there will be questions on prosody. Composition.

Latin texts recommended: Collar and Daniell's First Year Latin; Smiley and Storke's Beginner's Latin Book; Churchill and Sanford's, or D'Ooge's Viri Romae; Allen and Greenough's Ovid; Robert's Cornelius Nepos; Allen and Greenough's, or Bennett's, or Harkness' Grammar; Caesar, Kelsey, or Harkness and Forbes; Virgil, Knapp; Cicero, Allen and Greenough; Composition, Rigg's In Latinum, or Moulton and Collar.

GREEK—

a. Greek Lessons, Grammar, Prose Composition.

b. Xenophon's Anabasis (four books). Two books of the Anabasis may be replaced by an equivalent amount from the Cyropoedia. The selections for translation will be accompanied by questions dealing with forms, constructions, and accent. Composition.

c. Homer's Iliad (three books). For one book of the Iliad an equivalent amount of the Odyssey may be substituted.

Greek Texts recommended: White's or Gleason and Atherton's First Greek Book; Goodwin's Grammar; Xenophon's Anabasis, Goodman and White, or Harper and Wallace; Homer's Iliad, Seymour; Composition, Pearson.

HISTORY—

a. United States History and Civil Government.

b. General History (one year).

c. Epochal History (one year).

d. English History (one year).

The following texts are recommended:

Colby's Outlines of General History, Meyers' General History, Montgomery's, or Channing's, or Thomas's, or Larned's History of the United States; McLaughlin's History of the American Nation; Coman and Kendall's, or Larned's, or Gardiner's History of England.

SCIENCE—

a. Physical Geography. (Texts recommended: Davis', Tarr's, Gilbert and Brigham's.) Physiology. (Texts recommended: Coleman's, Blaisdell's, Martin's.)

b. Physics. (Texts recommended: Gage's, Carhart's, Wentworth and Hill's.)

c. Chemistry. (Texts: Smith and Hesler's, Newell's.)

d. Biology. One year in elementary Botany or Zoology.

FRENCH—

a. French. It is recommended that two years be given to the preparation of this subject. The examination will call for familiarity with the various forms of inflections of noun, adjective, verb, etc., a possession of a fair vocabulary of words and the acquaintance with the ordinary rules of syntax. Texts recommended: The Grammars of Fraser and Squair, Edgren, and Deborde. Muzzarelle's Brief French Course. The readers of Super, Rollin, and Kuhns. L'Abbe Constantin; and La Belle Nivernaise.

GERMAN—

a. German. The preparation in this language should be the equivalent of that in French. Texts recommended: Becker's Elements of German, and Thomas. The readers

of Harris, Brandt, and Joynes-Meissner. Marchen und Erzahlungen; L'Arrabiata.

Note—For specimen examinations the student is referred to the Appendix.

Admission to Regular Courses

For admission to the regular courses the following are the specific requirements:

CLASSICAL COURSE.	SCIENTIFIC OR ENGINEERING COURSE.
Mathematics a, b, c.	Mathematics a, b, c.
English a, b, c, d.	English a, b, c, d.
History a, b.	History a, b.
Science a.	Science a, b.
Latin a, b, c, d.	Latin a, b.
Greek a, b, c.	French or German.
Instead of Greek, French or German and another Science or History may be substituted.	Any two of Science c or d. History c or d. Latin c or d.

Admission to Special Courses

While the several courses of undergraduate study in the University are designed primarily to lead to some degree, to certain students the privilege will be accorded of pursuing some of these courses without the expectation of receiving a degree. Such special students are subject to the regulations of the University as to admission, scholarship, examinations, attendance, deportment, etc., and are required to take at least fifteen hours of class room work a week. No student under the age of seventeen will be permitted to matriculate as a special student. When requested, certificates of work done will be furnished to special students.

Admission to Advanced Standing

Students from accredited Training Schools desiring admission to advanced classes must be prepared to stand written examinations on all work required in the lower classes.

Candidates for admission to advanced classes coming from institutions of collegiate rank will in every case receive full credit for work done elsewhere by forwarding with their request a certificate of class standing from the dean of the college in question. If the certificate presented seems in the opinion of the Faculty to indicate poor scholarship the candidate will be required to stand an examination in the studies in which the deficiency is noted.

Requirements for Graduation

Candidates for degrees will take the courses as outlined on pp. 38 and 39. All the work of the Freshman and Sophomore years is required. Eighteen hours per week must be taken by Juniors and Seniors. Only eight hours are prescribed for the Juniors; for the Seniors, five. The remaining work is elective.

All students are urged not to postpone any of the required work of the Freshman and Sophomore years until they attain the standing of Juniors or Seniors. This postponement is never rendered necessary for regular students by conflict in recitations, and is almost sure to prove disadvantageous to the student. Any student who, disregarding the suggestion of the Faculty, postpones any of his required work until the last two years of his course must count this an extra duty, to be performed in addition to the eighteen hours of work required of all students. Freshman and Sophomore conditions must be removed before work in the Junior class may be begun.

Examinations and Grading

Besides the daily oral examination upon assigned portions of text two kinds of written examinations will be held. The first will be topical, and will be held at intervals of a few weeks, at the discretion of the professor, upon the completion of a topic or division of a subject. The second will be final, and will be held at the close of each term. Students whose grade in any subject, including the daily recitation and final examination, is below seventy, one hundred being the maximum, will not pass in this subject; and those whose average grade for the year is below seventy will not be permitted to enter the next class, until the condition is removed. Students whose average grade during the Senior year is less than seventy will not be graduated. Students may at any time submit to a second examination and reinstate themselves. Students leaving before the end of any term will be required to stand an examination upon the portion of the course which they have missed before they can enter their classes again.

At the close of each term reports indicating the students' general class standing will be sent to parents or guardians.

Absences

A careful record of the attendance of all students will be kept. Absence from one-tenth of the recitations in any subject will debar the student from passing in that subject unless he shall privately make up these lessons. All this applies to those who enter late as well as those who are absent during the term or leave before the close. Absences not made up will lower the grade proportionately.

Co-Education

Women are admitted to all of the college classes on the same footing with men. They must be prepared to stand the regular examinations for admittance, and, if desirous of taking special work not leading to a degree, must be old enough to pursue the course with profit.

Courses of Instruction

The following is a detailed statement of the courses of instruction offered to the students of the University. Numerals in parentheses indicate the number of class exercises per week. A laboratory period covers from two to three hours; a recitation period one hour.

English Bible

A careful study of the history and literature of the English Bible is essential to the scholar. The Bible, more than any other literature, has influenced the trend of civilization in all ages; it has ever been the inspiration of writers, scientists, philosophers, statesmen, and all others whose lives and works have helped mankind Godward. The Bible contains not only the key to all philosophy of history, but therein may be found the life-ideals which lead to true worth in manhood and womanhood. The purpose of this study is to familiarize the student with the history of the Jewish people, and with the rise and establishment of Christianity; also to open to him the rich literature of the Scriptures, and its broad fields of thought and philosophy.

Free use will be made of the library, lectures will be given the classes from time to time, and theses will be required from each student.

1. Old and New Testament History. Required of all Freshmen. First term (1).

2. Literary Study of the Bible, Moulton. Required of all Freshmen. Second term (1).

History

1. History of Greece from the earliest times to the Roman Conquest. Required of all Freshmen. First term (2).

2. History of Rome from the founding of the city to the downfall of the Empire. Required of all Freshmen. Second term (2).

3. Advanced American History. Elective. One term (2).

4. Democracy: A Study of American Institutions. Elective. One term (2).

5. Advanced English History. Elective. One term (2).

6. Mediaeval and Modern European History. Elective. One term (2).

English

The instruction in this department is both theoretical and practical. During the first, and a portion of the second, term of the Freshman year students are required to furnish weekly compositions, which, after a careful examination by the instructor, are frankly criticised by him in the presence of the class. The second year's work embraces advanced composition and a special study of the Forms of Discourse.

1. Rhetoric and Composition. Theme writing; an examination of the laws of paragraph structure, followed by a study of figurative language. Required of Freshmen in all courses. First term (3).

2. Rhetoric and Composition continued. Theme writing; a special study of Description, Narration, Exposition, and

Argumentation. Required of Freshmen in all courses. Second term (3).

3. Advanced Composition. Special attention will be given in this course to constructive and critical composition, reviews, briefs, etc. Sophomore, Junior and Senior Elective. One term (2).

4. Critiques. This course is designed to supplement the elective courses in Junior and Senior Literature. The nature of the work varies with the subject and the pupil. Courses 1, 2, 3 are prerequisites. Junior and Senior Electives. One term (2).

English and American Literature

It is the aim of the first courses in English and American literature to give the student a general view of the subject. Then follows a more detailed study of authors and their works, stress being laid not on philological and antiquarian matters, but on appreciative literary interpretation. Advanced students are required to do daily collateral reading in the library, to submit theses from time to time, and to make frequent written criticisms on men and books.

1. From Beowulf to Dryden. A general survey of English literature to the time of the Restoration. Special emphasis laid on Beowulf, and the writings of Cynewulf, Chaucer, Marlowe, Shakespeare, Jonson, and Milton. Prerequisites English 1 and 2. Required of Sophomores in all courses. First term (4).

2. From Dryden to Kipling. General survey continued. Selections from all the more prominent writers in prose and poetry read and criticised. Emphasis laid on the writings of Addison, Burns, Wordsworth, DeQuincey, Macaulay, and Tennyson. Prerequisite same as that of Course 1. Second term (4).

3. American Literature. A general survey from the sixteenth century to the Transcendental movement. Prominence given to the works of Franklin, Irving, Cooper, and the balladists of the American Revolution. Open only to those who have taken Courses 1 and 2. First term (3).

4. American Literature. From the Transcendental movement to the present time. General survey continued. Prominence given to the writings of Poe, Longfellow, Lowell, Holmes, Lanier, Thoreau, and Whitman. Open only to those who have completed Courses 1, 2, and 3. Second term (3).

5. The Greater Elizabethan Dramatists. Studies in Shakespeare, Jonson, Beaumont, Fletcher, and Webster. Junior and Senior Elective. Courses 1, 2, 3, and 4 prerequisites. First term (3).

6. Victorian Literature. Studies in Carlyle, Macaulay, Tennyson, Browning, Rossetti, Morris, Matthew Arnold, and Kipling. Junior and Senior elective. Courses 1, 2, 3, and 4 prerequisites. Second term (3).

7. Anglo-Saxon. Beginner's Course, based on the study of Cook's First Book in Old English. Reading of simple prose. Junior and Senior Elective. First term (2).

8. Anglo-Saxon. Reading of selections from the poets Caedmon and Cynewulf. Course 5 a prerequisite. Junior and Senior elective. Second term (2).

Mathematics

1. Algebra. The progressions; binomial theorem; indeterminate co-efficients; indeterminate equations; determinants; theory of equations. Required of Freshmen in all courses. First term (2).

2. Plane and Spherical Trigonometry. Trigonometric functions as ratios, not as lines; angular analysis; and solu-

tions of triangles. Required of Freshmen in all courses. First term (2).

3. Analytic Geometry. Required of Freshmen in all courses. Second term (4).

4, 5. Differential and Integral Calculus. Development of functions; evaluation of indeterminate forms; theory of logarithms; maxima and minima; tangents; normals; and asymptotes. Required of Sophomores in all courses. Two terms (3).

6. Land Surveying and Leveling (2).

7. Higher Algebra (2).

8. Conic Sections, Salmon. Junior elective. Second term (2).

9. Geodetic Surveying. Measurement of Base-lines; figure adjustments; least squares; and geodetic astronomy. Course 6 a prerequisite. (3)

10. Higher Differential and Integral Calculus. Courses 4 and 5 prerequisite. (2)

11. Solid Analytic Geometry. Course 3 a prerequisite. (2)

12. Differential Equations. Course 10 a prerequisite. (2)

Physics

1. General Physics. Mechanics of solids and fluids; Heat: thermo-dynamics, kinetic theory, etc.; Acoustics: wave motion and theory of music. Required of Juniors in all courses. First term (3).

2. General Physics. Continuation of Course 1. Magnetism and electricity: magnetic effects of currents; electro-dynamics; dynamos; motors, electric waves, etc. Light:

refraction; reflection; polarization; optical instruments. Required of Juniors in all courses. Second term (3).

3, 4. Advanced Physics. Elective course for Juniors and Seniors. Two terms (2).

Astronomy

1, 2. General Astronomy. Outlines of descriptive and theoretical astronomy. Senior elective. Two terms (3).

3. Advanced Astronomy, Theoretical and Practical. Elective course designed for those who have taken Courses 1 and 2. Determination of time, latitude, longitude, and azimuth. Second term (2).

Latin

1. Livy, and prose composition. Required of Freshmen. First term (4).

2. Cicero's De Senectute, Plautus, and prose composition. Required of Freshmen. Second term (4).

3. Horace: Odes; Tacitus: Annals. Courses 1 and 2 prerequisite. Required of Sophomores. First term (3).

4. Tacitus: Annals; Horace: Satires and Epistles. Courses 1, 2, and 3, prerequisite. Required of Sophomores. Second term (3).

5. Cicero's De Amicitia, and prose composition. Courses 1 to 4, prerequisite. First term (3).

6. Selections from Lucretius, Catullus, Martial and Juvenal. Supplemented by a study of Latin literature. Courses 1 to 5, prerequisite. Second term (3).

7. Selections from Quintilian. Courses 1 to 6, prerequisite. First term (3).

8. Selections from Suetonius, Pliny the Younger, and Aulus Gellius. Terence. Second term (3).

Greek

1. Select Orations of Lysias, Xenophon's Memorabilia, and prose composition. Required of Freshmen. First term (4).

2. Xenophon's Memorabilia, and Plato's Apology and Crito. Prose composition continued. Required of Freshmen. Second term (4).

3. Medea of Euripides and Philippics of Demosthenes. Courses 1 and 2 prerequisite. Required of Sophomores. First term (3).

4. Philippics of Demosthenes and Prometheus of Aeschylus. Courses 1, 2, and 3, prerequisite. Required of Sophomores. Second term (3).

5. Thucydides, Demosthenes' Oration on the Crown. Courses 1, 2, 3, and 4, prerequisite. First term (3).

6. Sophocles: the Oedipus Tyrannus; History of Greek literature. Courses 1 to 5 inclusive, prerequisite. Second term (3).

7. Selections from the Lyric Poets. Courses 1 to 6 inclusive, prerequisite. First term (3).

8. Aeschylus' Agamemnon, and Isocrates' Panegyricus. Courses 1 to 7 inclusive, prerequisite. Second term (3).

French

1. Grammar. Fraser and Squair. First term (3).

2. Grammar and Composition. Easy reading, selected short stories. Merimée, Colomba; Sand, La Mare au Diable, or similar texts. Second term (3). Special attention is given in Courses 1 and 2 to pronounciation and to oral and written exercises in preparation for succeeding courses which will be conducted in French. Courses 1 and 2 or an equivalent, will be required for entrance if offered for admission instead of Greek or German.

3. Grammar and Composition continued. Class and collateral reading in Chateaubriand, Hugo, and Daudet. First term (3).

4. Continuation of Course 3. Studies in Nineteenth Century Literature: Hugo, Lamartine, Loti, Balzac. Second term (3).

5. French Drama of the seventeenth century: Corneille, Le Cid; Moliere, Les Femmes Savantes; Racine, Athalie. Selections from Pascal, Bossuet and La Rochefoucauld. First term (3).

6. French Literature of eighteenth century: Beaumarchais, Le Barbier de Seville; Voltaire, Zaire. Second term (3). Lectures and textual study of French Literature throughout Courses 5 and 6.

7. A supplementary course in sight reading, for those who desire more practice in reading and conversation, will be given if desired. Two terms (2). Elective for all who have completed Courses 1 and 2. Courses 3, 4, 5, 6, and 7 will be conducted in French.

Spanish

1. Grammar and Compostion. Hill's and Ford. First term (3).

2. Easy Reading. Matzke's Reader: Alarcon's El Capitan Veneno, or similar texts. Junior and Senior elective. Second term (3).

3. Grammar and Composition continued. Spanish fiction, class and collateral reading in Valdes, Galdos and Valera. First term (3).

4. Don Quixote, Lope de Vega and Calderon. History of Spanish Literature. Second term (3).

German

1. Grammar and Exercises. Becker's Grammar. First term (3).

2. Easy Readings — selected stories. Storm, Heyse, Freytag. Grammar and Composition continued. Second term (3). Courses 1 and 2, or an equivalent will be required for entrance if offered for admission instead of Greek or French.

3. Grammar and Composition continued. Selections from Modern Authors. First term (3).

4. Readings from standard authors. Second term (3).

5. Study of Lessing and Schiller. First term (3).

6. Study of Schiller and Goethe. History of German Literature. Second term (3).

Chemistry

1 and 2. General Inorganic Chemistry—A brief study of Theoretical and Physical Chemistry precedes a more thorough consideration of the elements. All the elements and their more important compounds are studied as to their physical and chemical properties and economic value. The lectures and text-book work are interspersed with experiments for demonstrative purposes, and each student is required to do laboratory work. The practical work of the second term is elementary Qualitative Analysis. Text and reference books: Hinds, Newth, Remsen, Freer, Roscoe and Schorlemmer. Required in Sophomore year of classical students. In Freshman of scientific students. Two terms, Recitations (2), Laboratory (2).

3. Advanced Qualitative Analysis—The student is drilled in the separation of the groups and members of groups, of positive and negative radicals, until he can solve any prob-

lem given him. Text and reference books: Newth, Noyes, Prescott, Fresenius, Sellers. Either term (3).

4 and 5. Quantitative Analysis—A general course in Gravimetric, Volumetric, Colormetric and Photometric Analysis. Text and reference books: Newth, Fresenius, Carnes, Thorpe, Clowes and Coleman. Qualitative analysis a prerequisite. Two terms (4).

6. Organic Chemistry—All the leading types of organic compounds are studied with their graphic formulae, properties and economic importance. Text and reference books: Remsen, Richter, Perkin and Kipping. Courses 1 and 2 prerequisite. Second term (2).

7. Organic Preparations—A laboratory course designed to accompany Course 6. Second term (3).

8. Special Methods—Water Analysis; Electrolytic Analysis; Ore Analysis. Other courses designed to meet needs of students. Credit given according to amount of work done.

Geology and Mineralogy

1. General Geology—These divisions of the subject will be considered fully: Physiographic, Stratigraphic and Lithological Geology; Dynamic and Historical Geology. A general knowledge of Botany and Zoology is necessary to a proper understanding of the Paleontology involved in Historical Geology. It is recommended, also, that the study of Course 2 precede this course. Field trips will be taken as time permits. Text and reference books: Le Conte, Dana, and Scott. Second term, 3 hours.

2. Descriptive Mineralogy and Lithology—This course includes the study of Crystallography, and of the physical properties of all the more common minerals and rocks.

Specimens are used for illustration and the student is made familiar with them so that he can identify them elsewhere. Text: Dana's Works; Kemp's Handbook of Rocks. First term (2).

Biology

BOTANY.

1. General Morphology—An elementary course covering the entire plant kingdom, including essentials of Ecology, Physiology and introduction to analysis of plants. Coulter's Botany and Gray's Flora are required. Second term, Recitations (2), Laboratory (2).

2. Special Morphology—Minute study of Thallophytes, Bryophytes, Pteridophytes and Spermophytes. Reference books: Bessey, Vines, the "Bonn" text-book. Either term, Recitations (2), Laboratory (2).

3. Field Botany—During the month of September and May, if students desire it, this course will be given. It will consist wholly of practical work in the field at odd times. Prerequisite: Course 1.

4. Histology—Practical work in section cutting, staining and mounting specimens.

ZOOLOGY.

5. Invertebrate Zoology—Careful study of typical forms of all the groups, beginning with the Protozoa. Text and reference books: Kellog, Thomson, Parker and Haswell. First term, Recitations (2), Laboratory (2).

6. Comparative Anatomy of Vertebrates—Continuation of Course 5 with respect to Vertebrates, studying the type forms comparatively. In both this and Course 5 special

attention is paid to the doctrine of development. Second term, Recitations (2), Laboratory (2).

7. Human Physiology—The object of this course is to give the student a thorough understanding of the anatomy and physiology of the human body. Hygiene and kindred topics are included. First term (3).

Philosophy and Sociology

1. Logic—A discussion of the laws of thought such as is given in the text-books on logic. A detailed study of the Concept, the Judgment, the Syllogism and the System. Required of Juniors. First term (3).

2. Economics—This course consists of studies in the departments of Production, Consumption, Distribution, and Exchange, and some related topics, such as Taxation, Banking, Protection, etc. Required of Juniors. First term (2).

3. Ethics—a study of the psychological ideas upon which ethics is founded—the moral life as it is seen in the Social Unity; Moral Institutions; the Duties; the Virtues; Moral Pathology; Moral Progress. Required of Juniors. Second term (3).

4. Elementary Psychology. Required of Juniors. Second term (2).

5, 6. Psychology—This course includes a brief study of the brain, spinal cord, and other parts of the body which affect the psychological powers and processes, with the descriptive psychology of the fundamental processes, the senses, the higher psychical functions, the feelings and the will. In the psychological laboratory experiments are made in the studies of reflex action, reaction-time, memory and attention.

Text-books and Works of Reference: James's Psy-

chology, briefer course; Ladd's Descriptive Psychology; Dewey's Psychology; Baldwin's Handbook of Psychology; Wendt's Human and Animal Psychology; Scripture's New Psychology. Required of all Seniors. Two terms (2).

7. History of Philosophy—In this course is given a general survey of the important systems of philosophy. Text-book: Haven's History of Philosophy. Required of all Seniors. First term (3).

8. Sociology—An introductory study of the subject. Required of all Seniors. Second term (3).

9, 10. Science of Education—In this department regular students as well as those desiring to equip themselves for teaching, will have the opportunity to study: (1) History and Principles of Education, (2) Elementary Psychology, (3) Child Psychology, (4) Educational Theory and Method. Two terms (3).

Text-books will be used; also, the valuable reference works to be found in the Mitchell Library.

Outline of Courses for Degrees

NOTE.—For details concerning entrance requirements see pages 16-22. Numerals in parentheses indicate the number of class exercises per week; other figures refer to the course.

For the Degree of Bachelor of Arts

FRESHMAN YEAR.

COURSE I.	COURSE II.
Mathematics 1, 2, 3, (4).	Mathematics 1, 2, 3, (4).
English 1, 2, (3).	English 1, 2, (3).
History 1, 2, (2).	History 1, 2, (2).
English Bible 1, 2, (1).	English Bible 1, 2, (1).
Latin 1, 2, (4).	Latin 1, 2, (4).
Greek 1, 2, (4).	French 3, 4, or German 3, 4, (3)

SOPHOMORE YEAR.

Literature 1, 2, (4).	Literature 1, 2, (4).
Latin 3, 4, (3).	Latin 3, 4, (3).
Greek 3, 4, (3).	Mathematics 4, 5, (3).
Chemistry 1, 2, (4).	Chemistry 1, 2, (4).
Mathematics 4, 5, or French 1, 2, or German 1, 2, (3)	French 5, 6, or 1, 2, or German 5, 6, or 1, 2, (3)

JUNIOR YEAR.

Physics 1, 2, (3).	Physics 1, 2, (3).
Philosophy 1, 2, 3, 4, (5).	Philosophy 1, 2, 3, 4, (5).
Electives (10).	Electives (10).

SENIOR YEAR.

Philosophy 5, 6, 7, 8, (5).	Philosophy 5, 6, 7, 8, (5).
Electives (13).	Electives (13).

For the Degree of Bachelor of Science

FRESHMAN YEAR.

Mathematics 1, 2, 3, (4).
English 1, 2, (3).
History 1, 2, (2).
English Bible 1, 2, (1).
French 3, 4, or German 3, 4, (3).
Chemistry 1, 2, (4).

SOPHOMORE YEAR.

Literature 1, 2, (4).
Mathematics 4, 5, (3).
French 1, 2 or 5, 6, (3).
German 1, 2 or 5, 6, (3).
Biology 1, 5, or Chemistry 4, 5, (4).

(*Junior and Senior Years, the same as for the Bachelor of Arts Course.*)

ELECTIVES FOR THE JUNIOR AND SENIOR YEARS.

History 3—6.
English 3—4.
Literature 3—8.
Latin 5—9,
Greek 5—8.
French 3—6.
Spanish 1—4.
German 3—6,
Mathematics 6—12.
Biology 1—7.
Astronomy 1—3.
Geology 1—2.
Chemistry 3—8.
Physics 3, 4.
Philosophy 9.

Graduate Courses

Graduate instruction is offered in all the branches taught in the College, and is arranged in two courses leading respectively to the degrees of Master of Arts and Doctor of Philosophy. In both of these courses at least one year of residence is required. Students entering upon either of these courses must pay a matriculation fee of $5, and during the year of residence pay the usual college fees, together with such Laboratory fees as the course selected may require. On receiving the degree the student will pay an examination and diploma fee of $25. Candidates for the ministry are not exempt from any of these fees.

1. Master of Arts—A.M.

Graduates with the degree of Bachelor of Arts of this institution, or of other colleges with equivalent courses of study, will be received as candidates for the degree of Master of Arts. One year of resident study will be required. The student will select from the electives offered in the College Junior and Senior years enough of subjects to make eighteen hours a week and to include three of the following general lines of study: Language, Mathematics, Science, Philosophy, and English. The candidate must pass satisfactory examinations on all these subjects of his study, and present an acceptable thesis on some subject within the range of his special studies.

Bachelors of Science of this institution and of other institutions having equivalent courses of study will be ad-

mitted as candidates for this degree, provided they pass satisfactorily an examination in Latin and Greek such as is required for admission to the Freshman class, or devote five hours in the week to the study of Latin and Greek during their year of residence.

2. Doctor of Philosophy—Ph.D.

The candidate for this degree must have completed a course of study equivalent to that required in this University for the degree of Bachelor of Arts. He must then pursue, under the direction of the Faculty, a course of study embracing one major and two minor groups of subjects; must pass satisfactory examinations in them, and present a thesis within the field of the major subject showing original research.

Bachelors of Science are admitted to this course on the same conditions as to the course for the degree of Master of Arts. See above. At least one year of residence at the University is required. Students may complete the course in three years.

Engineering School

Established in 1852

A. H. BUCHANAN, DEAN.

The Faculty is composed of Instructors in the School of Liberal Arts.

The course of instruction in this school embraces:

1. Civil Engineering.
2. Mining Engineering.
3. Architecture and Design.
4. Geodesy and Topography.

The following four years' course is required for candidates for the degree of Civil Engineer:

Program of Studies of the Course in Civil Engineering

FRESHMAN YEAR.

Algebra.	Analytical Geometry.
Trigonometry.	Land Surveying.
Descriptive Geometry.	Perspective Drawing.
Drawing and Lettering.	English Composition.
English Composition.	Rhetoric.
Rhetoric.	Shades, Shadows, Perspective.

SOPHOMORE YEAR.

Calculus.	Chemistry.
Chemistry.	Railroad Surveying.
Architectural Drawing.	Retaining Walls.
Literature.	Topographical Surveying.
Strength of Materials.	Literature.
Higher Algebra.	Determinants.

JUNIOR YEAR.

Mechanics of Engineering.	Physics.
Logic.	Botany.
Political Economy.	Ethics.
Physics.	Psychology.
Stereotomy	Mechanics of Materials.
Materials of Engineering.	Geodetic Survey.
Zoology.	Adjustment of Observations.
French or German.	French or German.
	Iron Highway Bridges.

SENIOR YEAR.

Roofs and Bridges.	Descriptive Astronomy.
Framed Structures.	Geodetic Astronomy.
Hydraulic Motors.	Geology.
Psychology.	Sociology.
Philosophy.	Philosophy.
Physiology.	Concrete.
Physics.	Sanitary Engineering.
Mineralogy.	Coffer Dams.
French and German.	French and German.

Descriptive Geometry—Stereoscopic views of the solutions of the principal problems; construction in India ink of all problems, Isometric Projections, and Plane Projection Drawings.

Shades, Shadows and Perspective—Problems constructed in India ink.

Railroad Engineering—From Reconnaissance to Construction.

Railroad Alignment—Problems performed in the field, Setting out Work, Computations of Earth-work, and Drawing Plans and Profiles.

Drawing—Map and Topographical, in Contours and Hachures: Ornamentation and Lettering. (Sample Topog-

raphy from United States Coast and Goedetic Survey Reports.)

Mechanics of Engineering—Construction of Machines and Machine Drawing; Slide-Valve and Link Motion; Air, Water and Steam Motors.

Civil Engineering—Materials and Structures, Theory of Stresses, Stability and Strength of Wood and Iron Girders, Bridges, Roofs, and Arches. Mechanics and Materials. Masonry: Retaining Walls, Foundations, Tunnels, etc.; Analytical and Graphical Methods of Deducing Stresses.

Stereotomy—Carpentry and Stone-cutting.

Geodesy—Figure Adjustment of Geodetic Surveys, and Computations for Latitude, Longitude, Altitude, and Azimuth of Triangulation points and lines.

Text-books cost about $65.

Tuition, $50 per term of five months.

For further information address A. H. Buchanan, Lebanon, Tenn.

Graduate Students

DAVID BROWN, Tennessee .....Philosophy and English.
A.B., Cumberland University.
KATE ADELLE HINDS, Tennessee.....Science and English.
A.B., Cumberland University.
T. B. SIMMS, Tennessee.....Philosophy.
A.B., Cumberland University.
P. M. SIMMS, Tennessee.....Sociology and Political Economy.
A.B., B.D., Cumberland University.

Undergraduates

SENIOR CLASS.

BOGGESS, DELSIE ..... Tennessee.
EULESS, ETHEL ..... Tennessee.
DAVIDSON, ESSIE MAY ..... Texas.
LAWRENCE, EULESS ..... Tennessee.
WHITE, ROMA GUSTAVUS ..... Oregon.
WILLARD, CLYDE ..... Virginia.
WITTEMAN, CLINE H. ..... Missouri.

JUNIOR CLASS.

BOGGESS, DOT ..... Tennessee.
CASE, RUSH ..... Tennessee.
DRANE, JOHN M. ..... Tennessee.
HENRY, THOMAS G..... Tennessee.
HUDSON, FREDERICK LEONIDAS ..... Tennessee.
HARMON, ROBERT STOCKARD ..... Tennessee.
LANDRAM, HUGH KERR ..... California.
MACE, KATHERINE NICHOLSON ..... Tennessee.
MCDOWELL, STANLEY W..... Tennessee.
MOSER, ROBERT ALFRED ..... Tennessee.
ROBERTSON, BALDWIN ..... Tennessee.
SHUMAN, WILLIAM H. ..... Ohio.
STEELE, WILLIARD H..... Tennessee.
STEWART, CLARENCE ..... Ohio.
WATSON, RODOLPH BURNEY ..... Kentucky.
WATERS, LINDSLEY ..... Tennessee.

SOPHOMORE CLASS.

Barlow, Edwin Francis	Tennessee.
Barbee, John Wessley	Mississippi.
Bentley, Annie	Tennessee.
Braun, Samuel Alvin	Kentucky.
Clagett, Hubert Layman	Kentucky.
Cummings, A. B.	Tennessee.
Flaniken, Robert	Tennessee.
Franks, William D.	Tennessee.
Gill, Willie Warren	Tennessee.
Havron, James Brock	Georgia.
Logan, Irene	Tennessee.
Lowry, Nicholas Talmage	Alabama.
Martin, Elaine	Tennessee.
Mitchell, Earl Johnson	Alabama.
McLean, Annie Lee	Kentucky.
McKinney, Jeane	Arkansas.
Polk, William Harrison	Tennessee.
Reynolds, John Lacy	Tennessee.
Seat, William Robert, Jr.	Tennessee.
Wimberley, Pryor	Alabama.

FRESHMAN CLASS.

Bone, John W.	Kentucky.
Carlisle, Justin Anderson	Texas.
Davis, Clarence H.	Tennessee.
Fakes, Eleanor	Tennessee.
Farmer, Ruby	Tennessee.
Glascow, Hattie E.	Tennessee.
Helm, John Blakey	Kentucky.
McCulley, Stephen A.	Alabama.
Mace, B. M.	Tennessee.
Osment, Horace	Tennessee.
Parker, Leonard P.	Tennessee.
Ruby, Lucian	Kentucky.
Reynolds, Willie Wayne	Tennessee.
Troxler, John Anthony	Tennessee.
White, William Mansfield	Kentucky.

WIMBERLY, C. C. ..... Alabama.
WOODWARD, BLANCHE ..... Tennessee.

IRREGULAR STUDENTS.

FORREST, LEONTINA ..... Kentucky.
GRAY, CHARLES PHILIP ..... Tennessee.
HALE, WILLIE ABRAM ..... Tennessee.
HALSEY, ALBERTA ..... Ohio.
VARNEY, FLORENCE ..... Ohio.
CLARK, GEORGE LYMAN ..... Illinois.
MOUNT, ROXIE ..... California.

ENGINEERING STUDENTS.

LAWRENCE, EULESS ..... Tennessee.
RUBY, LUCIAN ..... Kentucky.
WILLIARD, CLYDE ..... Virginia.

SUMMARY OF STUDENTS.

Graduate Students	4
Senior	7
Junior	16
Sophomore	20
Freshman	17
Engineering	3
Irregular	7
	74
Counted twice	3
Total	71

Degrees Conferred, 1905

BACHELOR OF ARTS.

BARKESDALE, WILLIAM E. ..... Louisiana.
HINSON, THOMAS GOODRICH ..... Tennessee.
SUDDARTH, WALLACE W. ..... Tennessee.

BACHELOR OF SCIENCE.

MCLAIN, JOE SCOTT ..... Tennessee.
SMITH, ARTHUR WILLIAM ..... Pennsylvania.
MCLEAN, LELAND O. ..... Kentucky.

Appendix

Specimen Examination Papers

To indicate the nature and scope of the written examination set for admission to regular standing in the College department, the following specimen examination papers are submitted. It is suggested that prospective students make trial of their attainments in the various studies with these specimen papers. The candidate who finds himself unable to do the work assigned may conclude that he is not well prepared for the Freshman class. In lieu of our own examinations, those prescribed by the Association of Colleges and Preparatory Schools may be used. These will be sent on application.

I. HISTORY.

1. Define a Greek tyrant.
2. Who was Lycurgus?
3. Name and give a brief account of two battles in which the Greeks defeated the Persians.
4. In what different ways did Athens and Sparta influence Greece?
5. Who were the Roman Decemvirs?
6. Name five great Roman generals.
7. Who founded the Roman Empire, and at what time?
8. What caused the downfall of the Roman Empire?
9. What can you tell about Mohammed?
10. Give a brief account of the Norman Conquest.

11. What was the purpose of the Crusades, and what good did they accomplish?

12. Who was the founder of the Church of England?

13. What was the Spanish Armada, and what became of it?

14. What are some of the results of the reform movement in England since 1832?

15. State the broad differences between the Puritan and the Virginia colonists.

16. What was the Northwest Territory as defined at the close of the Revolutionary War?

17. When, and under what circumstances did the United States acquire Louisiana?

18. What was the "Boston Tea Party?"

19. What is the oldest political party in the United States?

20. How many of our Presidents have been assassinated?

II. ENGLISH.

I. Correct the follow sentences:

1. What sort of a hat did he buy?
2. A lion is the emblem of England.
3. Neither of the three girls left the room.
4. He must have thrown not less than six or seven times.
5. He found a setting hen in the barn.
6. He was too hurt to be carried home.
7. Divide the peaches between the three boys.
8. I will be ten years old next Monday.
9. What is the distance between each of the fence posts?
10. Which of you girls left your hats lying on the grass?
11. I intended to have sent it yesterday.
12. I think he is as old, if not older, than you.

13. I told she and Mary to come to-morrow.

14. You can hardly find a more universal belief.

15. Not returning at the usual hour, the family became alarmed, and a party was organized to search for them.

II. The following questions are based on the list of books required for admission to the Freshman class. The list may be found on a previous page:

1. Which of the characters in the Merchant of Venice do you like best? Give your reasons.

2. When were the "de Coverly" papers written, and principally by whom?

3. Write a character sketch of the "Vicar" in the Vicar of Wakefield.

4. According to Carlyle, what were some of the chief merits of Burns?

5. Does the Ancient Mariner have a moral? If so, state it.

6. What spiritual truth did Lowell teach in The Vision of Sir Launfal?

7. What contrasts do you observe between Milton's L'Allegro and Il Penseroso?

8. Who spoke the following words, and what do they mean?

"The thane of Fife had a wife: Where is she now?—What, will these hands ne'er be clean?—No more o' that, my lord, no more o' that: you mar all with this starting."

9. Write a brief sketch of Ivanhoe.

10. Quote several of the finest passages you have memorized during your study of the books required for entrance, and point out the beauty of them.

11. Write an essay of about 500 words on one of the

following topics: Julius Caesar; Sir Launfal; Silas Marner; Addison; the Princess in Tennyson's poem of that name; The Black Knight in Ivanhoe; John Milton.

12. What general differences have you found in your study to exist between the diction of prose and that of poetry?

III. MATHEMATICS.

Algebra.

1. Factor $4x^2y^2 - (x^2 + y^2 - z^2)^2$.

2. Solve $\frac{x+3}{x+1} + \frac{x-6}{x-4} = \frac{x+4}{x+2} + \frac{x-5}{x-3}$, without clearing denominators.

3. Reduce $\frac{1 + \sqrt{6}}{\sqrt{2} - \sqrt{3} + \sqrt{5}}$ to equivalent value with rational denominators.

4. Find by inspection $\sqrt{28 - \sqrt{300}}$.

5. Show by inspection that a is a factor of $(a + b + c)^3 - (-a + b + c)^3 - (a - b + c)^3 - (a + b - c)^3$.

6. Solve $x^3 - y^3 = 56$, and $x^2y - xy^2 = 16$.

7. Solve $\frac{3}{x-5} + \frac{2x}{x-3} = 5$.

8. Solve $\sqrt{16 - 7x + x^2} = x^2 - 7x - \frac{1}{4}$.

Plane Geometry.

1. Through a given point draw a perpendicular to a given line.

2. On a given line construct a segment of a circle that shall contain a given angle.

3. Construct the inscribed and the three escribed circles of a given triangle.

4. Divide a line into parts proportional to the segments of a given line.

5. Prove the product of the diagonals of an inscribed quadrilateral equals the sum of the products of its opposite sides.

6. Inscribe a regular decagon in a circle.

Solid Geometry.

7. The acute angle which a line makes with its projection on a plane is the least angle which it makes with any line in the plane.

8. Between two lines not in the same plane one, and only one, common perpendicular can be drawn.

9. Prove there can be only five regular polyhedrons.

10. Find the diameter of a given sphere.

11. Two symmetrical spherical triangles on the same or equal spheres are equivalent.

12. Prove the volume of a sphere is $\frac{4}{3}\pi R^3$

IV. LATIN.

1. Caesar—Gallic War, book II; chapter 2. Translate. Explain cases of following words, and give rules: nuntiis; aestate; Belgis; manus; diebusque. Explain the following uses of subjunctive: deduceret; inciperet; gerantur; cognoscant; proficisceretur. Give the principal parts of conscripsit; misit; cogi; proficisceretur; pervenit.

2. Cicero—Fourth Oration against Catiline; chapter 1. Translate and explain all of the subjunctives. Tell the case of each of the following, and quote rule: rei publicae; salutis; laboribus. Inflect malis; voluntas; acerbitates; cruciatus. Who was Catiline? Why did Cicero oppose him

in these public speeches? What was the effect of Cicero's four orations?

3. Virgil—Translate Aen. II, 298-308. Explain cases of following words: arboribus (300), somno (302), auribus (303), flumine (305). Point out all of the main caesuras, and tell the foot in which each occurs. What was Virgil's motive in writing the Aeneid? In what condition was it left at his death?

4. Turn into Latin the following passages: So, when the battle was being fought by the cavalry that had been sent by the Aedui to help Caesar, the enemy began to flee. Then that no lands might be vacant for the Germans to seize, he ordered the Helvetians to go back to their homes. As soon as Caesar saw that he was being kept from supplies too long, he began to intrench a camp less than a mile beyond that of the Germans. When at last Cicero drove Catiline out of the city by his words, he unquestionably removed the danger from the forum and the senate house. That Catiline should go into exile at the warning of the consul was not to be expected, for he was not the man to be recalled from his mad purpose by fear or reason. Mark all of the long vowels in the foregoing sentences.

V. GREEK.

1. The Anabasis—Translate, Book II. 2. 1-2. Give the voice, mood, tense, number and person of the following verbs: ὤχετο; ἔμενε; ψαίη; ἥκωμεν; πράττετε; οἴησθε; ποιήσοι; εἶπε. Explain the optatives: ψαίη; ποιήσοι. Give the principal parts of ἔλεγον; κελεύει; ποιεῖν; πράττετε. Decline the following: οὗτοι; νυκτός; αὐτοῦ; τούτοις. Point out and define the different kinds of conditional sentences. At

what stage of the "Anabasis" did Xenophon begin to take a prominent part? For what qualities of mind and body was Cyrus noted? Tell briefly of the events that led to the capture of Clearchus and the other generals who were killed.

2. Turn the following into Greek: Thence they marched to a very large and beautiful park, in which the ruler of Syria had a palace. This park produces all things. If you wish to go away with me, come early in the morning. And when Clearchus asked the messengers concerning what they had come, they said that they reported a truce from the king. Especial attention should be given to accenting the words.

3. The Iliad—Translate Book III, lines 84–94. Explain the case of μάχης (84); κτήμασι (91); χρείσσων (92). Comment on κάλ' (89). Give mood and tense of verbs in first five lines. Scan first five lines, giving the divisions into feet. Point out an instance of elision. Does crasis occur in the lines? Define caesura; diaeresis; zeugma.

VI. FRENCH.

1. Give the plural of *fille, fils, cheval, chou, travail;* feminine of *vieux, vif, premier, ancien.*

2. Conjugate in full *vouloir.*

3. Principal parts: *jeter, avancer, manger, appeler,* explaining changes.

4. Future tense, *savoir, mener;* past indefinite *arriver, se flatter.*

5. Translate into French: He gave it to me. My friend (fem.) did not go to school this morning. Her mother was sick. She will go (there) to-day. If you have any paper, give John some. He hasn't any for his exercise. Do not

ask him what he said, he will not tell you. One day an old lady came to our house and brought my sister some beautiful white roses. My cousïns (feminine) arrived this morning. I have not seen them yet. Do you know that gentleman on the other side of the street? Yes; he is an old friend of mine.

Translate into English:

(1) Regarde, Jean, dit le curé, quel changement! Je ne vais plus me sentir ici chez moi comme autrefois. Ca va être trop beau! Je ne vaïs[1] plus retrouver mon vieux fauteuil de velours marron, ou il arrivait si souvent de m' endormir après dîner. Et si je m'endors[2] ce soir, que deviendrai-je? Tu feras[1] attention, Jean. Si tu vois[1] que je commence[2] à m' engourdir, tu t'approcheras de moi et tu me pïnceras un peu au bras. Tu me le[3] promets?

[1]Infinitive? [2]Present participle? [3]Antecedent?

(2) Je me suis longtemps promené dans la longueur de ma mansarde, les[1] bras[2] croisés, la[1] tête[2] sur la poitrine! Le[1] doute grandit en moi comme une ombre qui envahit de plus en plus l'espace eclairé. Mes craintes augmentent; l'incertitude me devient á chaque instant plus douloureuse[3]! il faut que je décide[4] aujour d' hui, avant[5] ce soir! J'ai dans ma main les dès de mon avenir et je tremble de les interroger.

[1]Why the article? [2]Syntax? [3]Masculine form? [4]Explain use. [5]Difference in meaning, *avant, devant.*

VII. GERMAN.

1. (1) Inflect (giving article), *Macht, Vater, Bundnis, Altertum, Student, Herz.* (2) Give several suffixes that form feminine nouns.

2. Rules for inflection of adjectives; when strong, weak, uninflected.

3. Give case (or cases) governed by following prepositions: *aus, auf, in, nach, um.*

4. What substitutes are used for relative and personal pronouns with prepositions, and under what conditions?

5. Translate:

(1) "Du könntest aber freundlich sein zu jedermann. Tanzen und singen mögen andere, denen das Leben leichter ist. Aber ein gutes Wort geben schickt sich auch für einen Betrübten.

Sie sah vor sich nieder und zog die Brauen dichter zusammen, als wollte sie ihre schwarzen Augen darunter verstecken. Eine Weide fuhren sie schweigend dahin. Die Sonne stand nun prächtig über dem Gebirg, die Spitze des Vesuv (Vesuvius), ragte über die Wolkenschicht heraus, die noch den Fuss umzogen hiedt, und die Häuser auf der Ebene von Sorrent (Sorrento) blinkten weiss aus den grünen Orangengärten hervor.

Composition (see above passage): (*a*) If we could be friendly to everybody, life would be easier for us. (*b*) Do not gaze down and do not contract your eyebrows. (*c*) Now the sun stands over (the) magnificent Vesuvius. (*d*) A group of clouds surrounds the foot of the mountain chain. (*e*) In the plain of Sorrento we saw white houses and a green orange-garden.

(2) Draussen auf der Strasse war es[2] tiefe Dämmerung; er fühlte die frische Winterluft an seiner heissen Stirn. Hie und da fiel[1] der helle Schein eines brennenden Tannenbaums aus den Fenstern, dann und wann hörte man von drinnen das Geräusch von kleinen Pfeifen und Blechtrompeten und dazwischen jubelnde kinderstimmen. Scharen

von Bettelkindern gingen[1] von Haus zu Haus oder steigen[1] auf die Treppengeländer und suchten durch die Fenster einen Blick in die versagte Herrlichkeit zu gewinnen[1]. Mitunter wurde[1] auch eine Thür plätzlich aufgerissen[1], und scheltende Stimmen trieben[1] einen ganzen Schwarm solcher kleinen Gäste aus dem hellen Hause auf die dunkle Gasse hinaus; anderswo wurde auf dem Hausflur ein altes[2] Weihnachtslied gesungen; es[4] waren klare Mädchenstimmen darunter.

[1]Give principal parts (including second and third persons singular of present indicative, if irregular). [2]Rule for position: other instances in the passage. [3]Explain form. [4]Explain use. Give other uses of *es*.

VIII. PHYSICAL GEOGRAPHY.

1. Contrast the floor of the sea with the surface of the land.

2. How are the Tides produced?

3. Which coast of the United States is more irregular? What is the explanation?

4. What evidence have we of an Ice Age in the Northern part of the United States?

5. Describe in order the physical features of Tennessee from east to west.

6. Give the composition of air, and state its importance to plant and animal life.

7. What are the factors that make up climate?

8. General explanation of winds.

9. How is dew formed? Snow? Rain?

10. Under what conditions can a waterfall be formed?

11. Give characteristics, manner of life and occupations of the people of the three zones.

12. How does proximity to the sea or navigable streams influence the life and industry of a people?

Conservatory of Music

Established 1903

Faculty

DAVID E. MITCHELL,
President.

EUGENE FEUCHTINGER, DEAN.
Professor of Piano, Pipe-Organ, Voice Culture,
Theory and History.

MRS. SARA T. FEUCHTINGER,
Piano.

.....
Violin, Harmony.

Department at the Lebanon College for Young Ladies

E. E. WEIR,
President.

MRS. LAURA COLE,
Principal. Piano.

LUCY SHANNON,
Voice Culture, Elementary Theory.

MISS MARY A. GRISSOM,
Piano.

Announcement

Cumberland University, with its affiliated schools, has always been provided with opportunities for music study,

and the work of the past is gratefully acknowledged. The growth of the University and the increasing demand in the South for standard academic music study induced the authorities of the University to establish a Conservatory of Music, organized on the broadest art basis and modeled after the foremost European institutions. Neither effort nor expense will be spared to make it a school of highest ideals, second to none in the high character of its faculty and among the very first in practical usefulness and results.

Teachers' Certificate

A student desiring the Teachers' Certificate must pursue the Academic Course for at least one year. He must pass in the following studies and grades: *Piano:* Grade 6, Harmony 2, Theory 2, History 2. *Voice Culture:* Grade 4, Harmony, Grades 1 and 3. History or Theory, Grade 2. *Violin:* Grade 4, Harmony 1 and 3. History or Theory, Grade 2. *Pipe-organ:* Same requirements as for Piano.

Diploma of Graduation and Degree of Bachelor of Music

At least one year resident study in the Academic Course is required. The student must pass examination in following studies and grades: *Piano:* Grade 8, Harmony 4, Theory 2, History 2. *Voice Culture:* Grade 6, Harmony 2, Theory 2, History 2. *Violin:* Grade 6, Harmony 2, Theory 2, History 2. *Pipe-organ:* Same as for Piano. (Piano can be substituted for Theory.)

Compulsory Studies

All special students in Piano, Voice and Pipe-organ of any grade, must take two terms in Harmony. Students who have studied Harmony elsewhere and can pass satisfactory examination are exempted from these requirements.

Free Advantages

Elementary Theory, Choral Classes, Organ Recitals, Concerts by the Faculty, Students' Recitals, Lectures, Public Lessons and Demonstrations by the Director, University Libraries, Reading Rooms, and the most important of all free advantages to our students is

The School of Public Performances

This is one of the most valuable features of music study. Few other schools of like nature afford such unlimited opportunities for training in this direction. This feature of our Conservatory, although entirely free to its students, is worth many times the price of their regular tuition. It is the feature that brings the largest and quickest results in the shortest possible time.

What does all the study amount to, if the student cannot play or sing before friends or a public audience?

Memorizing

Our students are taught to memorize both technical exercises and pieces. We use as few text-books as possible, not only because considerable expense is thereby saved to the student, but also chiefly because entire attention to correct and supple condition of arms and hands and fingers can be given, instead of dividing the attention between the music rack and the keyboard.

Concentration

We teach concentration from the first lesson to the last. Mental discipline is our chief element of success. Progress will be rapid and the student will acquire self-control, ease and repose in public appearance.

We Claim

That by our methods and system of teaching we make *better* players and singers, in *much less time,* and at *much less expense,* than can be done elsewhere. We stand on the firm ground of long experience and continual and attested success.

Assistance to Profitable Positions

Academic students can rely on our assistance to secure for them profitable positions. The Director has placed a large number of his students in very remunerative positions. There are now more offers for *competent* teachers than students to fill them. It is merely a question of—are you qualified?

Talks and Lectures

By the Director on: "How to be a Successful Student, a Successful Teacher;" "How to Get Large Classes and Hold Them;" "The Musician's Success in Public Life;" "Success in Society, in Church, in the Home;" "Financial Success as a Musician;" "How to Gain and Hold the Respect of the Public;" etc., etc.

Oratorio

This year a Haydn-Symphony and a Mendelssohn Canta is being given.

A Word About our Piano and Voice Methods

The playing of Paderewski, Bloomfield-Zeisler, and the many other great piano artists, all of them students of the celebrated Leschetizky, of Vienna, has long ago decided the matter of a pre-eminent piano method. The Leschetizky method has been taught by our Director for many years.

His students have been praised and accepted as possessing the true Leschetizky method. This method is simple and natural; no efforts are wasted, nothing is overlooked, nothing can be added. The Leschetizky method will be taught to all students of the piano; with it goes an absolute assurance that nothing better can be had anywhere in the world.

Those students who desire more experience after graduating with us will be accepted also in the artist classes of Madam Bloomfield-Zeisler, teacher of the Bush-Temple Conservatory of Music, Chicago, Ill. They will also be accepted by Herr Felix Dreyschock, Royal Prussian Professor of Music at Berlin. Also by Madam Steppanoff, late with Leschetizky, of Vienna. The Leipzig Conservatory and the Stuttgart Conservatory, of Germany, are also open to them. Moritz Moskowski, of Paris, France, will accept our graduates, and similar opportunities will be offered to them in voice, violin and organ.

The old Italian school of singing is still the best for singers. Modern science, however, has discovered new facts. These new discoveries we have made our own, mastered them, and they place us in a position to do much more for the voice than has been possible heretofore. We guarantee a beautiful voice to our students who will faithfully practice what we teach. Some very important exercises will be disclosed to our voice students, most of them known only to a very few teachers in America.

Courses of Study

I. Piano

The Graduate Piano Course is divided into four years of two terms each. It is expected that one grade will be finished each term, thus making it a course of eight grades.

Beginners and those who have no correct technical foundations can choose between the two following courses, A and B:

In Course A, students are formed into classes of four; they will receive two full hour lessons each week in the Leschetizky method of Piano Technic. Besides the two class lessons each student will receive one private half-hour lesson in which pieces only are studied; in thus separating the mechanical from the musical they will get considerably more attention and should advance very rapidly in their technic.

In Course B the student gets two private lessons, in which technic and music are taught individually.

Grade I.—Selections from the following studies to suit individual taste and requirement will be taught: National Graded Course, Grade 1. Koehler, Op. 151. Epler, Op. 41. Friedrich, Op. 262. Gurlitt, Op. 102, four hands. Easy and pretty pieces.

Grade II.—Continuation of technic study, Leschetizky method. Bertini, Op. 100. Heller, Op. 47. Lambert's systematic course of studies, Book 1. Pieces of easier execution.

Grade III.—Lambert's Book 2. Heller, Op. 47. Lecouppey, Op. 26—15 Studies for Mechanism. Schumann, Op.

15 and 68. Sonatinas, pieces of all styles. James H. Rogers, The Development of Velocity, Op. 40.

Grade IV.—Lambert's Book 3. Heller, Op. 45. Lecouppey, Op. 26. Bertini, Op. 29. Sonatinas and easy sonatas, etc., continued. James H. Rogers, The Development of Velocity, Op. 40.

Grade V.—Lambert's Book 3. Heller, Op. 45 or 46. Czerny-Pfeiffer Studies, Book I. Bach, two-part inventions. Pieces, etc., by classic and modern composers.

Grade VI.—Czerny-Pfeiffer Studies, Book II. Heller, Op. 16, Book 1 or 2. Cramer-Bulow, 50 Studies. Pieces, etc., by classic and modern composers.

Grade VII.—Cramer-Bulow Studies, or Czerny-Pfeiffer. Kullak, Octave Studies, Book I. Bach, Preludes and Fugues. Chopin and Schumann Etudes. Clementi, Gradus ad Parnassum. Pieces by Beethoven, Schubert, Chopin, Schumann, Liszt, Bach.

Grade VIII.—Kullak, Octave Studies. Cramer-Bulow or Gradus ad Parnassum. Concertos, Rhapsodies, Ballades, etc.

II. Voice Culture

The graduate Voice Course is three years, divided into six grades. The individual student and his or her especial needs will be the only consideration in the selection of exercises and studies. Mental application, will power, energy, and a good ear are the principles mostly insisted upon, besides, of course, good breathing.

Grade I.—Breathing. Tone placing. Ear training. Articulation. Marchesi, Op. 2. Panofka, Vocal, A, B, C, and 24 Vocalises. Easy songs, etc.

Grade II.—Panofka continued. Concone, Op. 9. Lam-

perte's daily exercises. Songs, especially sacred songs.

Grade III.—Vaccai, Practical Italian vocal method. Concone, Op. 9. English, Italian and German songs.

Grade IV.—Vaccai continued. Cornell, the practice of sight singing. Study of Oratorio.

Grade V.—Spicker, Masterpieces of Vocalization, Book I or II. Preparation for concert, oratorio and church singing.

Grade VI.—Spicker, Masterpieces, Book III. or IV. Preparation for concert, oratorio and church singing.

Sacred songs or church singing will be especially cultivated in every grade, preparing for church positions.

III. Violin Course.

FIRST YEAR.

1. Dancla's School. Spohr's School.
2. Pleyel's Duets.
3. C. Boehmer's Exercises on Intonation in All Keys.
4. Hering's Scales in First Position—Major and Minor.
5. Easy Pieces in First Position.

SECOND YEAR.

1. Positions—Second, Third, Fourth and Fifth.
2. Dont's Scales and Cadences.
3. G. Hasse's Double Stops and Bowing Exercises.
4. H. E. Kayser's three books (36 Etudes).
5. Easy classical solos.
6. Dancla's Ecole du Mecanisme.

THIRD YEAR.

1. H. Schradieck's Study of Scales.
2. Dont's twenty-four Exercises preparatory to Kreutzer.
3. Kreutzer's Studies.

4. Adelburg—School of Velocity.
5. Sonatas and Concertos.

IV. Pipe Organ

The graduate requirements are the same as for Piano. The student must be able to play Piano to the third grade.

SECOND AND THIRD YEAR.

Stainer's Organ Method. Schneider, Pedal Studies, J. S. Bach, Organ Pieces. Preludes, Postludes.

FOURTH YEAR.

Rink's Organ School. Bach's Fugues. Mendelssohn. Sonatas. Improvisation. Modern composers.

Harmony

The Harmony Course is of two years' duration, divided into four grades. We introduce an entirely new feature in the study of Harmony. We lead the student by systematic degrees to an intelligent understanding of the laws of intervals, and scale and chord writing. After that we review the same lessons, but this time we require no written exercises and no text-book. All the work is now done on the Piano, playing now from memory what has been previously learned by writing. Each year consists of one term of Harmony writing and one term of Harmony playing from memory. This course will improve a student's reading and playing.

Grade I.—Jadassohn's or Stainer's Manual of Harmony. System of Intervals; Triads, Inversions, Chords of the Seventh and Inversions; Exercises in Part Writing.

Grade II.—No text-book. The work of the First Grade is exactly repeated, but now it is studied from memory and played on the Piano.

Grade III.—Jadassohn's or Stainer's continued: Chords of the Ninth, augmented Sixth. Diminished Seventh. Modulation, Suspension, Passing Tones, Organ Point.

Grade IV.—No text-book. Repetition of Grade III on the Piano.

Theory

Grade I.—Text-book: Mason & Matthews' Primer of Music. Piano Touch, Phrasing, Transposition, Rhythm, Scansion, principles of expression, accent, technics, principles of correct fingering. Scale practice, metronome, pedals, embellishments, principles of taste, nature and object of music study.

Grade II.—Lectures illustrated on the Piano and Organ. Study of style and dynamics. Study of form. Lyric, Thematic, Suite, Sonata, Concerto, Symphony, Classic, Romantic and Realistic forms. Oratorio, Opera, Music Drama. Musical Aesthetics.

History

Grade I.—History of the Art of Music, by W. S. B. Mathews. Ancient Egyptians, Hebrews, Assyrians, Greeks, Hindus and Japanese. Minstrels of the North. Arabs and Saracens. French Epics. Influence of Christianity. French and Belgic schools. Netherlands; Italy. Dawn of Modern Music. Italian Opera; France; Germany. Oratorio, Beginning of Instrumental Music.

Grade II.—Same text-book. Modern music. Bach, Handel, Haydn, The Sonata, Mozart, Beethoven. The Romantic Period. Schubert, Mendelssohn, Chopin, Schumann. The Pianoforte. German Opera, Weber, Wagner. Great Virtuosi. American composers.

Examinations

At the end of each term written or oral examinations will be held in the Theoretical Classes. A grade of seventy must be made to pass to the next term's work.

Regulations for Conservatory Students

Conservatory students are expected to observe the regulations of the University.

All fees are payable in advance to the Director.

Sheet music is furnished by the manager at a discount of twenty-five per cent.

No visiting in practice rooms is permitted.

Students must practice at their appointed periods.

Lessons lost by students are not made up.

In cases of prolonged, severe illness, credit will be given for time missed; such credit can be made up in any subsequent term.

Music students pay a contingent fee of $1.50 each term to the University.

Piano and Pipe-Organ Courses

First year—Two private lessons each week, or two full hour classes and one private lesson per term..$32 50

Second and third year—Two private lessons each week 35 00

Fourth year—Two private lessons each week..... 40 00

Special Technic Classes, two-hour lessons..... 20 00

Voice Culture

First and second years—Two private lessons each week... ... ... 35 00

Third year—Two private lessons each week..... 40 00

Violin Course

First and second years—Two private lessons each week	30 00
Third year—Two private lessons each week	35 00
In classes—Two full hour lessons each week	15 00

Cost of Harmony and Theory, Practice, Diploma, Etc.

Harmony, Theory or History	10 00
Elementary Theory (free to music students)	10 00
Piano rent, one hour's daily practice, per term	2 50
Practice Clavier, one hour's daily practice, per term	2 50
Pipe-organ, one hour's daily practice, per term	5 00
Teachers' certificate	5 00
Diploma of graduation	10 00
Contingent fee, per term	1 50

Information regarding rooms, board, etc., is contained in the front part of the catalogue.

For all further information in regard to music study, write to the Director.

Special circular on application.

Theological Seminary

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***Resigned.**

General Information

Historical Statement

The Seminary was founded in pursuance of an overture made to the Trustees of Cumberland University by the General Assembly of the Cumberland Presbyterian Church, in May, 1849, the acceptance of which overture by the Trustees was reported to the Assembly in May, 1850. The Trustees took final action in regard to the founding of the Seminary, in 1852; but it was not until September, 1853, that the school was formally opened. There was at the beginning only one professor, Rev. Richard Beard, D.D., he having been called to the Chair of Systematic Theology. He was for seventeen years the sole teacher in the Theological School, with the exception of certain professors in the Literary Department of the University, who gave aid in the work of instruction. Among the latter were President T. C. Anderson, D.D., who gave instruction in Homiletics and Pastoral Theology, and Professor William Mariner, A.M., who taught the languages in which the Bible was written. In 1860, Rev. B. W. McDonnold, D.D., LL.D., was elected Professor of Pastoral Theology and Sacred Rhetoric. In 1877, the institution took on a new lease of life, and the following additions were made to the faculty: Rev. S. G. Burney, D.D., LL.D., Professor of Biblical Literature; Rev. W. H. Darnall, D.D., Professor of Ecclesiastical History; and Rev. R. V. Foster, D.D., Professor of Hebrew and Greek. In 1881, Rev. J. D. Kirkpatrick, D.D., was elected Professor of Ecclesiastical History, and in 1885, Rev. C. H. Bell, D.D., was elected Professor of Homiletics and Missions. Since that time, six other persons have

served as members of the faculty; the regular course has been extended to three years instead of two; the courses of study have been improved; and the work of the Seminary as a whole has been more thoroughly organized. The Trustees have directed that Seminary students shall have the privilege of pursuing, free of charge, such studies as they may wish to take in other departments of the University, provided the consent of the Seminary Faculty be first obtained.

Classes of Students

Regular Students are those who pursue the Classical Course of three years, on the completion of which the Seminary's diploma is awarded and the degree of Bachelor of Divinity conferred.

English Students are those who pursue the English Course of three years, on the completion of which a certificate is awarded.

Special Students are those who pursue only some part of the regular courses of study. To these no certificate is awarded. A statement of the work performed by such students is given upon request.

Graduate Students are those who, having completed the Classical Course, pursue further studies under the direction of the Faculty.

Objects, and Conditions of Admission

While the Seminary's chief object is to train men for the ministry of the Gospel, in the Cumberland Presbyterian Church, it is open to all Christian men and women who desire such preparation as it can afford for usefulness in any department of Christian work.

Students of other Seminaries, bearing testimonials of honorable dismission, are received *ad eundem gradum.*

Those desiring to enter either the Classical or the English course of study, who have not received the degree of Bachelor of Arts, or its equivalent, from some reputable institution of learning, must present satisfactory evidence, by examination or otherwise, that they are capable of pursuing the course with profit. Special students must satisfy the same requirement with reference to the particular studies which they desire to undertake.

Since the labor of stated preaching during the months of school work is excessive, and injury both to class standing and to health and future usefulness is liable to result, students are expected not to make such engagements to preach as will interfere with their studies, and in no case to engage statedly to supply any pulpit without consultation with the Faculty.

Experience has proved, that, as a rule, it is ill-advised for one to attempt to take collateral academic or professional studies while pursuing the regular course in the Seminary. In no case will this be permitted without the special approval of the Theological Faculty.

Location

Lebanon is located thirty miles east of Nashville, has two railroads (the Southern and the Nashville, Chattanooga and St. Louis), and offers exceptional advantages to any one desiring to lead the life of a student.

The Seminary Year

The Seminary year begins on the first Thursday in October and closes on the Tuesday before the second Thursday in May. The year is divided into two terms. Thanksgiving Day and Christmas week are holidays. Monday is the weekly holiday.

Fees and Expenses

No charge is made for instruction. Applicants for admission to the Seminary, whatever the studies they wish to pursue, must pay a contingent fee of $5.00, and a library fee of $1.00, for each term of the Seminary year; and until these fees are paid, no one can be enrolled as a Seminary student. When students enter late in the term, no deduction is made from the contingent and library fees.

Comfortable rooms, furnished, are provided at Divinity Hall for all Seminary students desiring to occupy them. No rent is charged, but each occupant must furnish his fuel and lights, also pay a fee of fifty cents a month in advance, as a means of providing a fund for having the rooms cared for and kept in repair. Those using these rooms are expected to take their meals at Divinity Hall, the rate for table board being $8.00 per month. Families with children are not received at Divinity Hall.

The new dormitory on the University campus affords excellent accommodations to students at rates from $13.00 to $15 per month, according to character of rooms.

Board and lodging may be had in private families and boarding houses in Lebanon at from $12.00 to $15.00 per month.

Financial Aid

The Seminary has a limited fund with which to aid probationers, and deserving students may also receive aid from Presbyteries, from Christian friends, and from the General Assembly's Educational Society. Communications on this subject should be addressed to the Dean of the Seminary.

Religious Exercises

A daily devotional service, conducted by members of the Faculty or by students, is an important feature of the religious life of the Seminary. Subjects for prayer, meditation or discourse in connection with this service are usually announced in advance.

Near the opening and close of each Seminary year, the sacrament of our Lord's Supper is observed by the Faculty and students.

At the weekly Rhetoricals, sermons and addresses are delivered by the students, papers read, and practical questions of importance discussed. Members of the Faculty conduct these exercises and offer their criticisms and suggestions, either in public or in private.

The Seminary Young Men's Christian Association, described below, holds a missionary meeting monthly. The exercises are conducted according to a program carefully planned in advance, and are a source of missionary inspiration and information.

Under the direction of this Association, several voluntary classes among the students pursue the courses of studies in Missions arranged from year to year by the Student Volunteer Movement.

Student Activities

Every Seminary student is enrolled as a member of the Seminary Young Men's Christian Association, which is connected with the Theological Section of the Collegiate Department of the International Y. M. C. A. work. By virtue of this connection, the Seminary receives frequent visits from the Secretaries representing this department of Christian activity. The students elect their own officers,

and send one or more of their number as delegates to the annual convention of Seminary Y. M. C. A. workers. The Association has Executive, Devotional and Missionary Committees, on each of which the Faculty is represented.

The Seminary Circle of Church Extension is a voluntary organization among the students, for the purposes of training in personal work, of reaching neglected and destitute regions with the Gospel, and of providing work for students during the vacation months. By the efforts of this organization, many places adjacent to Lebanon have been supplied with preaching, and Sunday schools have been maintained in needy neighborhoods. The Circle has the commendation and support of the entire Faculty.

The Theological Student Body, for the orderly consideration of matters which concern it as such, maintains a formal organization, electing its own officers and holding business meetings upon call.

The Caruthers and Heurethelian literary societies of the University are open to Seminary students, whom the Faculty cordially encourage to join, for the sake of the literary culture, parliamentary training, and social intercourse, which such societies afford.

The Seminary Equipment

The Seminary occupies almost the entire second floor of Memorial Hall of Cumberland University. Public exercises are held in the Seminary chapel, in Memorial Chapel in the same building, in Caruthers Hall, or in the Cumberland Presbyterian Church of Lebanon, as the occasion may require.

The Hale Reference Library of the Seminary, beautifully and substantially furnished, contains over eighteen hundred volumes of standard and recent works of reference, cata-

logued and arranged by subjects, which are constantly used by the students. Here are also to be found the most important American and English theological publications. In the room adjoining the Hale Reference Library are the several thousand volumes, from the Murdock and Beard libraries and other sources, which constitute the remainder of the Seminary library. In the Mitchell Library of the College, on the floor below, the student may consult the standard works of literature, science and philosophy, and the best current periodicals in these departments.

The Seminary Chapel seats one hundred and fifty, is carpeted, well lighted, and excellently furnished. A new organ was added during the present year, through the liberality of friends.

The Mission Room has been arranged by the care and toil of Dr. C. H. Bell and Mrs. Bell. It serves as a museum and lecture-room for the study of Missions. Here is to be found a very fine collection of interesting objects from many mission fields, including a complete and full-sized *fac simile* of a room in a Japanese dwelling of the better class.

There are three spacious class-rooms, with maps and blackboards, a private office for the Dean of the Seminary, and a convenient cloak-room.

Gifts and Bequests

The corporate name of the body in charge of the property of the Seminary is "The Trustees of Cumberland University." Gifts may, at the pleasure of the donors, be directed to the Endowment Fund, which is for the support of the professors; to the Student Fund, which is for the aid of needy students; to the Contingent Fund, which is for the defraying of the general expenses of the institution, its

buildings, grounds, etc.; to the Library Fund, or to any other important object connected with the Seminary.

Special Lectures and Addresses

Opportunities continually arise for securing the services of prominent Christian workers of various communions, for formal or informal lectures and addresses to the Seminary students. In the nature of the case, previous announcement of these appreciated privileges cannot be made. Some of those which were enjoyed during the past year are mentioned below.

By arrangement of the Board of Publication of the Cumberland Presbyterian Church, a course of lectures upon the Relation of the Pastor to the Sunday School was delivered by Rev. James A. Worden, D.D., LL.D., of Philadelphia, Pa. Dr. Worden is Superintendent of Sunday School Training Work in the Presbyterian Church in the U. S. A. The course consisted of seven lectures, the topics being as follows: "The Missionary Side of Denominational Sunday School Work," "Our Attitude Toward the Word of God," "The Pastor Elevating and Inspiring Bible Study," "The Pastor the Trainer of Bible Teachers," "The Pastor Adapting the Church Service to Young People," "The Pastor and Child Conversion," and "The Necessity of Being Filled with the Holy Spirit."

Rev. B. P. Fullerton, D.D., of St. Louis, Mo., president of the Board of Missions and Church Erection of the Cumberland Presbyterian Church, editor of *The Missionary Record* and pastor of the Lucas Avenue Church, delivered a course of seven lectures on missions. He spoke on the following topics: "The Importance of the Work of the Preacher," "The Problem of Missions," "Some Aspects of the Preacher's Relation to Missions," "What Have We As

a Church Done to Solve the Problem?" "The Preacher's Missionary Library," "The Way to Solve the Problem," and "Methods."

Rev. J. C. Worley, Cumberland Presbyterian Missionary to Japan, delivered three illustrated lectures on the following topics: "The Life and Religions of the People of Japan," "The Testimony of the Monuments," and "A Trip Around the World." Rev. Ira Landrith, LL.D., Regent of Belmont College, Nashville, Tenn., delivered two lectures. The subjects discussed were: "Religious Education" and "The School, the Church and the Home." Rev. James D. Moffat, D.D., LL.D., President of Washington and Jefferson College, Washington, Pa., and Moderator of the General Assembly of the Presbyterian Church in the U. S. A., preached two sermons and delivered three addresses. The subjects of the addresses were: "Christianity and Education," "The Work of the Gospel Minister," and "Modern Movements in Presbyterianism." Among others who were heard were: Rev. Thornton B. Penfield, Theological Seminary Secretary, and Rev. J. C. Day, College Secretary, on "The Student Volunteer Movement;" Rev. Hay Bell, Evangelist; Mr. Von Ogden Vogt, of Boston, Mass., on "The Christian Endeavor Movement;" Hon. A. B. Martin, LL.D., Professor in Law School and President Board of Trustees of Cumberland University, on "The Preacher as the Layman Sees Him;" and Hon. E. E. Beard, Treasurer of Board of Trustees of Cumberland University, two lectures on "The Life and Work of Rev. Richard Beard, D.D." The annual address to the Senior Class was delivered by Rev. G. W. Bull, D.D., Pastor of Broadway Presbyterian Church, Nashville, Tenn. The commencement sermon was delivered by Rev. James Robert Henry, Dean of the Seminary.

Regular Classical Course of Study

JUNIOR CLASS.

Introduction to the study of theology, including lectures on Theological Encyclopedia, Methodology, and Bibliography, and general Philosophy. Systematic Theology, including the doctrine concerning the sacred Scriptures and Theology proper—*two hours a week.* Hebrew, including the material of Harper's "Method and Manual," and "Elements of Hebrew," with readings in the historical books. Hebrew syntax—*four hours a week.* New Testament Greek, readings and studies in the Gospels, special attention being given to grammatical studies, and to the Life and Teachings of Jesus—*two hours a week.* English Bible, the Pentateuch and Mosaic Institutions. Evangelistic Methods—*one hour a week.* Biblical History, including Geography and Contemporaneous History—*one hour a week.* Church Polity and Presbyterian Law—*two hours a week, first term.* History of the Jewish Nation—*two hours a week, second term.* Practical Theology, including studies in the preparation and delivery of sermons, accompanied with suggestions and criticisms. Each member of the class is required to hand in two sermons for private or class criticism—*two hours a week.* Mission work, including lectures on its Aims, Principles and History—*one hour a week.* Oratory, including the Evolution of Expression, Physical Culture and Voice Culture—*two hours a week.* Music, elements and sight-singing—*one hour a week.*

MIDDLE CLASS.

Systematic Theology, including the doctrines concerning Creation, Providence, Man, Sin, and the Person of Christ—*three hours a week.* Ecclesiastical History—*three hours a week.* Hebrew Poetry, with critical study of a number of psalms, and of passages from other poetical books. Hebrew Prophecy, with reading of one or more of the Minor Prophets—*two hours a week.* New Testament Greek, studies in Acts and in the Life and Epistles of Paul, including the principles of interpretation—*three hours a week.* English Bible, Joshua, Judges, I and II Samuel, I and II Kings, Ezra and Nehemiah—*one hour a week.* Practical Theology, instruction in the preparation and delivery of sermons continued; the theory and mode of public worship, and hymnology. Each member of the class is required to hand in two sermons for private or class criticism —*two hours a week.* Missions, including lectures on Comparative Religions—*one hour a week.* Oratory, including the Perfective Laws of Art, Voice Culture, Literary Analysis, Theory of Gesture, and Philosophy of Expression —*two hours a week.* The Law of Nations and Constitutional Law—*two weeks during the second term.*

SENIOR CLASS.

Systematic Theology, including the doctrine concerning the Work of Christ, the various Doctrines of Grace, of the Church, and of the Last Things, and Confession of Faith—*three hours a week.* Hebrew, including Messianic Prophecy, its rise, progress, fulfillment. Hebrew Wisdom Literature, with study of the books of Job, Ecclesiastes, Proverbs—*two hours a week.* New Testament Greek, including Special Introduction, studies in one or more of the Epistles, and Biblical Theology of the New Testament—*three hours*

a week. English Bible, the Gospels, Acts, Romans, Galatians, Thessalonians, Pastoral Epistles and Hebrews—*one hour a week.* Ecclesiastical History, with special attention to the History of Christianity in America, and the Genesis of the Cumberland Presbyterian Church—*three hours a week.* Practical Theology, including pastoral work and lectures in various branches of Christian activity. Each member of the class is required to hand in two written sermons for private or class criticism, also to deliver one discourse in the Seminary Chapel, in the presence of the professors and students, these exercises being open to friends and visitors—*two hours a week.* Mission Work and lectures in Apologetics—*one hour a week.* Oratory, including the Perfective Laws of Art, Art criticism, Hymn and Bible Reading—*two hours a week.* The Law of Evidence—*two weeks during the second term.*

ENGLISH COURSE.

The English Course, of three years, omits the study of the Old and New Testaments in the original languages, other suitable work, under the direction of the Faculty, being substituted therefor.

Departments of Instruction

The following detailed statements will convey an idea of what is taught in the various departments into which the work of the Seminary is divided:

I.—ENGLISH BIBLE AND EVANGELISTIC METHODS.

Professor Pearson.

This course is designed to give first a comprehensive grasp of the Bible as a whole, that the unity of Scripture may be clearly seen, and the progress of doctrine in its marvelous sweep through Law, History, Prophecy, Gospels, Acts and Epistles, unfolded to the student. Each selected book in turn is studied as a separate book in itself, and then in its relation to other books. The object is to so teach as not simply to furnish with abundance of material for gospel work, but to acquaint the student with processes of study which he may himself employ, thus enabling him rightly to divide the Scriptures in his personal study and in his exposition and application of doctrine to the saved and unsaved.

Each of the selected books of the Bible is carefully analyzed, showing the great outline topics into which it naturally falls; and around these the minor subdivisions are logically grouped. The English Bible course is arranged as follows: Juniors—the Pentateuch and Mosaic Institutions; Middlers—the historic books, Joshua, Judges, I and II Samuel, I and II Kings, Ezra and Nehemiah, and the prophetic books of Isaiah, Jeremiah, Ezekiel, Daniel and Malachi; Seniors—the Gospels, Acts, Romans, Galatians, Thessalonians, Pastoral Epistles and Hebrews.

The study of Evangelistic Methods is intended to be very practical, and to look toward the preparation of the student for the work of soul-winning, both as a leader in public services and as a personal worker.

II.—NEW TESTAMENT GREEK AND INTERPRETATION.

Professor Bone.

A considerable part of the Greek Testament is read in the class room during the three years' course. The aim is to make the student familiar with the original text and to guide him in its interpretation. Each student who enters the Junior Class should have a good working knowledge of classic Greek. Special attention is given throughout the course to the peculiarities of New Testament Greek, and to the study of the vocabulary and style of the various writers.

The work of interpretation is begun by studies in the Gospels, and is continued by the exegetical and historical study of Acts and the Epistles. Lectures are given on methods of Bible study, and on the history and principles of Biblical interpretation. Also, on Manuscripts, and the Formation of the New Testament Canon.

With the aid of analyses and a Harmony of the Gospels, the Life of Jesus is studied in a systematic way, special attention being given to historical and critical questions, and to the relation and significance of the chief events. A similar method is followed in the treatment of the Apostolic Age, special attention being given to the life and missionary activity of Paul.

The course in Special Introduction deals with the authorship, date, integrity, design, structure, and general character of the books of the New Testament, most of which are studied in this way.

The Biblical Theology of the New Testament is studied with the aid of a text-book. Beginning with the Teachings of Jesus, it traces the doctrinal teachings of the New Testament according to their historical development, special attention being given to the teachings of Paul and John.

III.—HEBREW AND OLD TESTAMENT INTERPRETATION.

Professor Farr.

The Junior year is devoted to the study of the grammar and syntax of the Hebrew language, with reading of easy prose from the historical books. In the Middle year, after a brief study of General Old Testament Introduction, the subject of Hebrew Poetry is taken up, and a number of the psalms are read and studied. Prophecy then receives attention; its history is traced, and its principles investigated in connection with the study of a number of selected passages and of the whole of one of the Minor prophetical books. During the Senior year, Messianic Prophecy is investigated, with special attention both to its Old Testament value, setting and meaning, and to its New Testament fulfillment. The Wisdom Books—Job, Ecclesiastes, Proverbs—are then studied, and a short survey taken of the History of Old Testament Interpretation.

IV.—SYSTEMATIC THEOLOGY.

Professor Foster.

A complete course of Systematic Theology is taught, each topic being assigned to its proper place, and to each subject an amount of time given such as its importance and the proper balance of the parts demand. The Junior Class first studies the introduction to theology and philosophy in general, in order to a comprehensive view of the whole field to be traversed, and then an introduction to Systematic

Theology in particular, in which its nature, object, aim, methods, etc., are set forth. Then follows the discussion of some of the important topics of Bibliology; the Bible being the great source of our knowledge concerning divine things, it is deemed best to advise the student, at the outset of his course, of the evangelical view concerning it, and thus prepare the way for his further study of the subject. Then follows a consideration of the doctrine concerning the Divine Being and of his relation to the world and the world's relation to him; the doctrine concerning man as a being in need of redemption and capable of redemption; the doctrines concerning Sin, the Person and Work of Christ, and of the Holy Spirit; the doctrine concerning the nature, functions, etc., of the Church, and finally, the doctrines of Eschatology, the great consummation of the redemptive process. While in some matters of detail new methods and new points of view may be presented, it is earnestly sought throughout to inculcate the evangelical Protestant view of the great doctrines of the Scripture, as seen by the Church for which the Seminary teaches. A spirit of cautious but free inquiry, and of personal investigation is encouraged, and the practical end of the study of Systematic Theology is kept constantly before the mind, this end being, we scarcely need say, the increased strength, on the part of both pulpit and pew, which comes of a thorough comprehension of Christian truth as an organized system.

V.—BIBLICAL HISTORY AND LITERATURE.

Professors Farr, Bone and Stephens.

This department aims to bring vividly before the mind of the student the times and customs of the Bible, the individual events of the history, their relations to one another and their significance. Biblical Geography, and Archaeology

generally in so far as it has a bearing on the Bible, are included. The course is divided into three parts: (1) Old Testament History. Under this head the history of the Chosen People, and of contemporary nations which influenced them, is traced from Abraham to the Exile. (2) History of the Jewish Nation, from the Exile to the coming of Christ. (3) New Testament History. This embraces studies in the life of Christ and in the Apostolic Age.

VI.—ECCLESIASTICAL HISTORY.

Professor Stephens.

The study of Ecclesiastical History is taken up in the first term of the Middle vear, and is continued through the Middle and Senior years. Special attention is given to the history of the Church in America, and the genesis of the Cumberland Presbyterian Church. The Church has been a strong factor in the life of nations, hence it has to do with the entire life of the world in its various characteristics and moral and social reforms. The relations of Ecclesiastical History to contemporaneous secular history are pointed out. The one cannot be wholly divorced from the other. This study fixes the attention of the student upon the Christian world, and other parts connected therewith, which widens the horizon of observation, and changes the point of view. This broadens the scope of inductions, and prevents hasty judgments from being formed. The attention of the student is directed to the history of the spread of Christianity; to the constitutional history as the Church comes into living relationship and interaction with the political and civil forms of national life; to the peculiar religious usages in worship, and Christian art; to Christian life. custom and morality; and to the development of articles of faith.

VII.—PRACTICAL THEOLOGY AND CHURCH WORK.

Professor Henry.

I. Introduction to Practical Theology.

Lectures on the Christian ministry for our times; its opportunities and responsibilities. The minister as teacher, preacher, pastor and man of affairs. The preparation for this work; its scope, branches and methods.

II. Homiletics.

1. The nature and end of preaching; the homiletical use of the Bible; choice of subjects; sources and gathering of materials; types of sermons as relating to text, logical and rhetorical methods, aim.

2. Construction of sermons. The making of the plan; the proposition; the parts of the sermon and the principle of its development. Imagination and illustration.

3. Discussion of the best methods of preaching doctrinal, experimental, ethical and occasional sermons.

4. Delivery of sermons. Reading; memorizing; using brief; speaking without notes; extempore effect; illustrations by examples of eminent men.

5. The modern pulpit, its problems, its messages to the men of to-day. What is it to preach Christ?

The instruction in this department is accompanied, throughout the course, by the practice of sermon-making, class-room exercises, public and private criticism. Two written sermons for private or public criticism must be handed in every year. Each member of the senior class is required to deliver at least one sermon in the chapel, in the presence of the Faculty, students and visitors.

III. The Practical Conduct of the Church; its Organization, and the Administration of its Forces.

1. Ruling ideas in all education; pedagogical principles;

their application to religious education and to the Sunday school; child psychology; Christian nurture; catechetics.

2. Pastoral care; the cure of souls; the nature and administration of the Sacraments. Prayer meetings; revivals; the bringing of the gospel to the poor; the people's church; the evangelization of the world.

3. Liturgics; public prayer; hymnology; the service of song.

4. Organized activities of the church. Benevolences; missionary societies; young people's societies; public charities.

5. The minister in social and public relations; his care of the flock; his care of himself; his devotional life; his relations to the Church at large; comity; unity.

VIII.—APOLOGETICS AND MISSIONS.

Professor Bell.

The purpose of this course is to unfold the nature of Christianity as being fundamentally missionary; to study the genesis and history of mission movements, primitive and modern; present-day facts and factors; the geography of countries; the social and moral conditions of the people; to treat the subject of ethnic religions with their literature and cognate philosophies, in contrast with the Christian religion and our Old and New Testament Scriptures, showing that atoning force and Spirit power are found only in the gospel; Christian Evidences; the vital relation of the Bible to missionary movements; issues raised in foreign fields and in home lands; the best method of defending the faith; the fitness and fitting of missionaries; the pastor's relation to missions; policies and methods in home fields and foreign; the reasons for individuals and congregations being loyal to denominational boards and authorized plans.

IX.—LAW.

Professor Green.

Several branches of the municipal law have been made a part of the theological course. Every preacher should understand something of the formation of our government, our relations to other nations, and also, for obvious reasons, the rules of evidence.

The Senior Class studies Greenleaf's treatise on the Law of Evidence, under Judge Nathan Green, LL.D., of the Law School of Cumberland University, during part of the second term. The Middle Class devotes a part of the second term to Kent on International and Constitutional Law, under the same instructor.

X.—ORATORY.

Mr. Main.

The aïm of this department is to give thorough and systematic training in all the principles of the Art of Oratory. Attention is given to Physical Culture to the end of developing health, strength and ease of movements; to Voice Culture, to the end of developing free, well-rounded, flexible, natural tones. In the Evolution of Expression, the aim is to develop the pupil's ability to think adequately and clearly while on his feet. In the Perfective Laws of Art, as applied to oratory, the student learns the laws by which he is to control the minds of his audience, as well as the criteria by which he may test his work.

XI.—MUSIC.

Professor Farr.

One hour per week is devoted to instruction in the elements of vocal music and sight-reading. This work is required of all first year students except those excused for special reasons.

Students

SENIOR CLASS.

DAVID BROWN.....Tennessee
A.B., Cumberland University — Chattanooga Presbytery

GEORGE LYMAN CLARK.....Illinois
B.L., Lincoln College — Sangamon Presbytery

CORNELIUS EDWARD CRAFTON.....Tennessee
Bethel College — Obion Presbytery

WILLIAM PORTER HAIL.....Alabama
Southern University — Birmingham Presbytery

LEMUEL RANSOM HOGAN.....Mississippi
University of Mississippi — Oxford Presbytery

BENJAMIN FRANKLIN JACOBS.....Kentucky
Marion High School — Princeton Presbytery

JOHN WALTER JORDAN.....Mississippi
Piedmont Seminary — Bell Presbytery

ALLEN KENNEDY.....Arkansas
University of Arkansas — Fort Smith Presbytery

REUBEN GYCE NEWSOME.....Arkansas
A.B., Oxford College — Morrillton Presbytery

BERNARD LEA RICE.....Colorado
A.B., Colorado College — Lebanon Presbytery

WILLIAM JEFFERSON SHELTON.....Tennessee
University of Nashville — Chattanooga Presbytery

JAMES HARDIN SMITH.....Tennessee
B.S., Hiwassee College — Knoxville Presbytery

SAMUEL LEE WEAR.....Texas
A.B., Trinity University — Fort Worth Presbytery

WILLIAM LEONIDAS WHEELER.....Tennessee
L.I., University of Nashville — Elk Presbytery

WILLIAM MOSES WOODFIN.....Tennessee
A.B., University of Nashville — Elk Presbytery

MIDDLE CLASS.

ANTHONY GEORGE BEECHAM.....Tennessee
Trinity University — Lebanon Presbytery

ANDREW J. CRAWFORD.....Mississippi
Cumberland University — New Hope Presbytery

ROY CARL HUTCHINSON.....Tennessee
B.S., Laneview College — Obion Presbytery

JOSEPH HARDIN MALLARD.....Texas
Trinity University — Denton Presbytery

JOSEPH LEE MATTHEWS.....Alabama
A.B., Yale University — Robert Donnell Presbytery

ELBERT ORR.....Arkansas
A.B., Arkansas Cumberland College — Little Rock Presbytery

LEMUEL ALEXANDER STREETE.....Tennessee
Cumberland University — Memphis Presbytery

ANDREW J. TAYLOR.....Kentucky
Cumberland University — Logan Presbytery

JUNIOR CLASS.

FAUNIE B. BOYETT.....Tennessee
B.S., Bethel College — Obion Presbytery

ELMER J. BOUHER.....Indiana
Franklin College — Morgan Presbytery

LOREN E. BRUBAKER.....Illinois
So. Illinois State Normal — Mt. Vernon Presbytery

CHARLES CRAWFORD HINES.....Texas
A.B.. Normal University — Bonham Presbytery

DAVID ANDREW HIPPS.....Tennessee
Cumberland University — Madison Presbytery

JAMES SAMUEL HODGES.....Texas
A.B., Trinity University — Fort Worth Presbytery

JAMES C. ORR.....Tennessee
A.B., Cumberland University — Elk Presbytery

JAMES THOMAS MEANS.....Indian Territory
Trinity University — Chickasaw Presbytery

ROBERT ELMO ROBINSON.....Texas
A.B., Trinity University — Austin Presbytery

WILLIAM THADDEUS SALMON.....Kentucky
Auburn Seminary — Logan Presbytery

CHARLES WILLIAM SAMPLE.....Missouri
University of Missouri — West Plains Presbytery

JOHN ROBERT SHARP.....Tennessee
Bethel College — Memphis Presbytery

J. T. STEPHENS.....Alabama
Robert Donnell High School — Talladega Presbytery

BENJAMIN GILES TAYLOR.....Indian Territory
Pella High School — Chickasaw Presbytery

JAMES GAINES WEST.....Missouri
Ph.B., Missouri Valley College — Lexington Presbytery

ENGLISH STUDENTS.

SECOND YEAR.

CHARLES W. ESTES.....Indiana
Trinity University — Indiana Presbytery

WILLIAM EDWARD GRAY.....Kentucky
Waynesburg College — Logan Presbytery

WILLIAM FRANCIS GRICE.....Pennsylvania
Union Presbytery

B. F. MCMICAN.....Kentucky
Marion Academy — Logan Presbytery

FIRST YEAR.

JOHN CHAPMAN BIGBEE.....Missouri
Springfield Normal — Springfield Presbytery

JAMES E. ENNIS.....Arkansas
Lincoln University — Fort Smith Presbytery

LOUIS DORMER GRAFTON.....Texas
Trinity University — Amarillo Presbytery

SAMUEL LEWIS ROPER.....Illinois
Ewing Presbytery

SPECIAL STUDENTS.

ADA M. BAIRD.....Tennessee

LOTA L. BOUHER.....Indiana
Franklin College

WILLIS CURTIS FRANCIS.....Georgia
Castle Heights School — Georgia Conference

JAMES BROCK HAVRON.....Tennessee
Cumberland University — Chattanooga Presbytery

THOMAS GILBERT HENRY.....Tennessee
Cumberland University — Lebanon Presbytery

FLORA C. MARTIN.....Tennessee

ROBERT ALFRED MOSER.....Tennessee
Cumberland University — Lebanon Presbytery

MAUDE SAMPLE.....Missouri

SUMMARY BY CLASSES

Senior	15	English	8
Middle	8	Special	8
Junior	15	Total	54

INSTITUTIONS REPRESENTED.

Arkansas Cumberland College	2	Normal University	1
Bethel College	3	Oxford College	1
Colorado College	1	So. Illinois State Normal	1
Cumberland University	8	Southern University	1
Franklin College	2	Trinity University	7
Hiwassee College	1	University of Mississippi	1
Laneview College	1	University of Nashville	3
Lincoln College	2	Waynesburg College	1
Missouri Valley College	1	Yale University	1
University of Missouri	1	Academies	11

STATES REPRESENTED.

Alabama	3	Kentucky	6
Arkansas	4	Mississippi	3
Colorado	1	Missouri	4
Georgia	1	Pennsylvania	1
Illinois	3	Tennessee	14
Indiana	3	Texas	6
Indian Territory	2		

PRESBYTERIES REPRESENTED

Amarillo	1	Logan	4
Austin	1	Madison	1
Bell	1	Memphis	2
Birmingham	1	Morgan	1
Bonham	1	Morrillton	1
Chattanooga	2	Mt. Vernon	1
Chickasaw	2	New Hope	1
Denton	1	Obion	3
Elk	3	Oxford	1
Ewing	1	Princeton	1
Fort Smith	2	Robert Donnell	1
Fort Worth	2	Sangamon	1
Indiana	1	Springfield	1
Knoxville	1	Talladega	1
Lebanon	3	Union	1
Lexington	1	West Plains	1
Little Rock	1		

Law School.

Established in 1847.

Law Faculty.

NATHAN GREEN, LL.D.
ANDREW B. MARTIN, LL.D.
W. C. CALDWELL, LL.D.

Historical Note.

This school was created on the 9th day of January, 1847; or, to be more accurate, on that day the Board of Trustees took the first step, by resolution, looking to the establishment of a Law School. At various subsequent sittings of the Board the plan of organization was perfected, and in the month of October, 1847, the first term opened, with one professor and seven students present. Judge Abraham Caruthers was the professor. He resigned his seat upon the bench of the State to accept the position. His name has passed into history as one of the ablest judges that ever presided in the courts of the State. His opening address attracted wide attention, and was copied and commented upon in many of the legal publications throughout the country. He assailed and utterly discarded the old system of teaching by lectures, and insisted that the science of law should be taught like any other science—like mathematics, like chemistry.

The school was at once a success. In 1861, at the breaking out of the war, there were one hundred and eighty law students in attendance. Judge N. Green, Senior, then one of the Supreme Judges of the State, was called to assist Judge Caruthers in the conduct of the school in 1852. He resigned his position on the bench to do so. Shortly thereafter N. Green, Jr., was elected a professor, the prosperity of the school requiring the services of three instructors. These three gentlemen continued as the Faculty until the breaking out of the Civil War in 1861. Judge Abraham Caruthers died during the war. Judge N. Green, Senior, survived the war, and assisted his son (N. Green, Junior) in the revival of the school, but died, at an advanced age and full of honors, in 1866. He was succeeded that year by the Hon. Henry Cooper, and two years thereafter, Judge Cooper, having resigned, Judge Robert L. Caruthers, who was for many years on the Supreme bench of the State, was elected to fill the vacancy. He resigned in 1881 because of advancing years and feeble health, and Andrew B. Martin succeeded him, having been elected to the position in 1878. In 1902 Judge W. C. Caldwell, then upon the Supreme bench of the State, was elected a third professor, and he will hereafter give a portion of his time to the duties of the place, giving instruction in Constitutional Law and General Practice, including the hearing of causes in Supreme Courts.

This is among the oldest law schools of the South, and its success from the beginning has been unparalleled by any other similar institution. Thousands of young men have here received instruction in the law. They are to be found in every section of the country, and in every honorable station for which professional training fits them. Some have reached the bench of the "greatest court on

earth," the Supreme Court of the United States, and many are and have been chief executives of States and members of both houses of the United States Congress. Indeed, wherever found, in public or private station, on the bench or at the bar, their successful careers, attributable in some degree, in our opinion, to the systematic training received here, are giving prestige to their *Alma Mater.*

No law school of the country within the first half century of its existence has furnished the profession a more honorable and worthy body of graduates than has this school, and it is with commendable and natural pride that the institution now points to the record of these distinguished sons.

Plan of Instruction.

It is only by exercising the energies of his own mind that a student can qualify himself for the bar. Any plan which would propose to make a lawyer out of him without his doing the hard work for himself would be idle and visionary. The virtue of any plan of instruction must consist of two things:

1. That it cause the student to work, or, in other words, to study diligently.

To accomplish this, we give the student a portion of the text as a lesson every day, and examine him on it the next day. He is required to answer questions upon the lessons thus assigned in the presence of the whole class. If he has any spirit in him, or pride of character, this will insure the closest application of which he is capable. Neither the old plan of studying in a lawyer's office nor the the old law school plan of teaching by lectures have anything in them to secure application. The student is brought

to no daily examination to test his proficiency. There is not the presence of a large class in which he has to take rank, either high or low. All that is calculated to stimulate him to constant, laborious application is wanting in both these plans. We suppose no young man would from choice adopt the office plan as the best mode of acquiring a knowledge of law, and yet the law school lecture system is no better. The law is in the text-book. The professor can no more make the law than the student himself. Every subject upon which a lecture could be given has been exhausted by the ablest professors, and printed in books after the most careful revision by the authors. We would regard it as an imposition on students, and as presumptuous on our part, to pretend that we could improve upon Kent, Story, Greenleaf, Parsons, and others who have given to the public, in printed form, and acceptable to all, lectures on every branch of the law. We, therefore, think it better for the student to occupy his time in learning, with our assistance, what others have written, than in learning from anything we could write. If our mode of teaching is more difficult to us, it is much more profitable to the student.

2. The plan should not only be calculated to make a student work, but it ought so to guide him and direct him as to make him work to the greatest advantage.

A man may work very hard, but still so unwisely that he will accomplish no valuable object. It is equally so with the farmer, the mechanic and the law student. The student ought to have such a course of study assigned to him, and be conducted through it in such a way, as that he will understand at the end of his pupilage the greatest amount of pure, living American law, and will know best how to apply it in practice.

The duty of the professor in this school is to conduct the daily examination of students upon the lessons assigned them; to direct their minds to what is most important in the text-books; to teach them what is and what is not settled; to correct the errors into which they may fall; to dispel the darkness that hangs upon many passages—this is necessary every day, and at every step of their progress.

Moot Courts.

The law is a vast science, and a very difficult one, and the student needs every possible facility to enable him, by the most arduous labor, to comprehend its leading elementary principles. But this is not all he has to do. He has to learn how to apply these principles in practice. This is the art of his profession, and he can only learn it by practice. It is as necessary a preparation for assuming the responsibilities of a lawyer as the learning of the science. If he learns it at the bar, it is at the expense of his client; if he learns it in the school, it is at his own expense.

The advantage of the Moot Court System is that it not only indoctrinates a student into the elementary principles of law involved in his cases, but also in the law of remedies. It trains him also in the discussion of facts, and to the exercise of that tact which is so important in real practice.

Practice in Moot Court forms a part of the plan of instruction. Every student is required to bring suits in the forms adapted to all our courts, and to conduct them to final hearing. The professors act as judges, and the students act as attorneys, jurors, clerks and sheriffs.

Course of Study.

This has been selected with care from the best works of the best American authors. It begins with the mere rudiments and extends to every department of law and equity which may be of any practical benefit in this country, and is designed to prepare the student for an immediate entrance upon the active duties of his profession.

It covers above ten thousand pages of living law, and is as comprehensive as the courses requiring two years' study in other law schools. The period which we allow for its completion might be extended, at additional expense of time and money to the students, but we know from long experience that, with the assistance and under the direction of the Faculty, it can be thoroughly accomplished in ten months, and that by requiring this to be done we prepare young men to receive a license to practice, and enable them in the shortest time, and at the least expense, to begin the work of life.

From the vast variety of legal topics, the law of which is taught in this course, the following may be mentioned, to-wit:

Husband and Wife, Marriage and Divorce, Parent and Child, Guardian and Ward, Master and Servant, Pleading and Practice in Courts of Law, Pleading and Practice in Courts of Equity, Principal and Agent, Partnership, Factors and Brokers, Bailments, Railways and Other Common Carriers, Administrators and Executors and Probate of Wills, Trustees, Guaranty and Suretyship, Sales, Warranties, Negotiable Instruments, Contracts, Corporations, Torts, Damages, Mortgages, Marine, Fire and Life Insurance, Equity Jurisprudence, Criminal Law and Procedure, Real Property, Evidence, Dower, Landlord and Tenant, Law of Nations, Constitutional Law, Federal Jurisdiction, Copyrights, Patents, Trade Marks, etc.

Text-Books.

FOR THE JUNIOR CLASS.	FOR THE SENIOR CLASS.
History of a Lawsuit (Martin's Edition).	Kent's Commentaries (Vol. IV.).
Cooley on Torts.	Barton's Suit in Equity.
Clark on Corporations.	Story's Equity Jurisprudence.
Kent's Commentaries (Vols. I., II., III.).	Black's Constitutional Law.
Greenleaf on Evidence (Vol. I.).	Parsons on Contracts.
Stephens on Pleading.	Clark's Criminal Law.

Books for the course may be bought in Lebanon at the prices stated under the head of Expenses, which is less than publishers' rates; or, if the student should prefer not to purchase, the books for either class can be rented from book-sellers in Lebanon.

It must be remembered that the books used in this school are the regular text-books of the profession, and will always be needed in practice, and when once bought will last a lifetime.

Not a Lecture School.

Remember, this is not a *lecture school.* The law of the text-book is assigned as a lesson to the student, and actually read by him, and he is examined daily in the class room on what he has read.

Time Required.

Each class (Junior and Senior) requires a period of five months—that is, the student, on entering the Junior Class, studies the books of that class for a term of five months, and then, passing to the Senior Class, studies the books of that class for another like term of five months, thus com-

pleting the entire course in ten months, or two terms of five months each. The next terms begin on the first Wednesday in September, 1906, and the fourth Monday in January, 1907. There is a Junior and a Senior Class beginning with each term, and students may enter at the opening of either term.

Admission to Classes.

No student will be enrolled or allowed the privileges of the class room until he has paid in full the tuition and contingent fees of the particular class which he desires to enter. Partial payments will not be accepted. Young gentlemen should come prepared to comply with this rule.

No previous reading of law or any special literary qualifications will be required to enter the school.

No one will be admitted to the Senior Class with a view to graduation except such as have gone satisfactorily through the Junior Class here.

Students who do not intend to graduate may enter at any time, and in either class.

Examinations.

There are no entrance examinations, but, in addition to the daily recitation in the class room, the student is required to pass a written examination upon each book on its completion; and from his grading on such examinations, together with his standing at class recitations, and his earnestness and fidelity in prosecuting his studies, the Faculty determine his fitness for graduation. Absence from recitations or disorderly conduct will lower the grade.

When to Enter.

It is desirable that students should enter as nearly as possible on the first day of the term. Those entering later will be required to make up such portions of the course as have been passed over by the class; and where this is not practicable during the term, the student will be required to remain over to complete the course under the direction of the Faculty. No reduction of fees is made for late entrances.

Results.

A graduate of the Lebanon Law School has had the benefit of a year's reading of solid law, and the experience of a year's practice in the Moot Court. As a result, he is well grounded in a knowledge of legal principles; he has learned how to talk to a client, how to prepare his case for trial, how to try it, how to prepare a brief, how to deliver an argument on the facts and on the law. Indeed, he is, on the day he is admitted to the bar, a well equipped lawyer of experience, and can manage his client's case with the confidence and composure of an old practitioner. The very thorough and practical manner of teaching law in this Law School insures such results to every earnest young man who passes through its course and receives its diploma.

Diploma and License.

A diploma conferring the degree, Bachelor of Laws, will be given to all graduates of the school. To obtain a license in Tennessee to practice law all applicants must pass an examination before the State Board of Law Ex-

aminers. It is, however, provided in the law that the examiners shall visit Lebanon and examine applicants from this school on the ground. The course of study prescribed here, if accomplished under the direction of the Faculty, prepares the young man, in the shortest time possible, and at the least expense for that examination. The license, when authorized by the Supreme Court, will be delivered by the Faculty to all successful applicants. It admits one to practice in all courts in Tennessee, State and Federal, and those holding such license, and a diploma from this school, are usually admitted to practice in other States without further examination.

All graduates of the school are invited to remain another year to review, and to induce them to do so no tuition is charged for the second year.

Expenses.

Tuition Fee for term of five month (in advance)	$50 00
Contingent Fee (in advance), per term	5 00
Library Fee (in advance), per term	1 00
Boarding in families, per week	$3 00 to 3 75
Boarding in clubs, per month	8 00
Board, New Dormitory ($3.25 to $3.75) per week	70 00
Books for Junior Class, if rented, $8.00; if bought	40 00
Books for Senior Class, if rented, $9.00; if bought	40 00
Washing, per term	$5 00 to 8 00
Diploma Fee (for Seniors)	5 00

The following table in two columns exhibits a reasonable estimate, based on board at $3.00 per week, of all necessary expenses:

	JUNIOR	SENIOR
Tuition	$ 50 00	$ 50 00
Books (rented)	9 00	8 00
Contingent	5 00	5 00
Library Fee	1 00	1 00
Diploma Fee	——	5 00

Board, including room, lights, etc	60 00	60 00
Laundering	5 00	5 00
	$130 00	$134 00

If the books are bought the expenses would be increased, making total for Junior Class $161, and for Senior $166.

Location.

Lebanon is one of the oldest towns in Middle Tennessee. It celebrated its centennial in 1902. It has been an educational center almost throughout its history. Its people are celebrated for their culture, morality, and hospitality. The students are received into all their homes. Boarding can be had with the best families and at rates mentioned under "Expense." It is an ideal community for student life. The University is the chief enterprise of the town, and as a result the citizens are deeply interested in its prosperity. They accord to the student a most hearty welcome. He is at home at their firesides, and receives on all hands words of cheer and encouragement.

Library.

A large and valuable law library for the use of law students is open every day in the week, Sundays excepted. It is located in the law building in a handsomely furnished room, well lighted and heated. In addition to law books, a large amount of the best magazine literature is furnished, thus affording the student ample opportunity for recreation and improvement.

The attention of old graduates is respectfully called to the fact that a law library never stops growing—that to

keep abreast of the times, it must continually grow. The Law School will be grateful for donations, great or small, in money or new books, from any of its many friends. During the last three years about one thousand dollars' worth of new law books have been added. The Faculty take this opportunity to acknowledge the recent gift to the library of the codes and compiled statutes of Texas, Arkansas and Alabama, which were procured through the kindly offices of the young gentlemen of the graduating classes from those States.

Saloons.

Under the laws of the State the sale of intoxicating liquors in Lebanon ceased on the first day of June, 1901. On that day the saloon disappeared forever from the town —a consummation which the largely dominant moral sentiment of the community had for many years demanded— and the Law School can now offer to young men who come here freedom from the baneful influence of tippling houses, a condition favorable to successful study not enjoyed by any other law school known to us. Earnest young men who desire success in life will not fail to appreciate the advantages to be derived from such conditions.

For further information relating to the school address Law School, Lebanon, Tenn.

Summer Law School.

This school opens on the FOURTH THURSDAY IN JUNE of each year and continues for a period of EIGHT WEEKS. Daily lectures will be delivered on the following subjects, and on such others as the necessities of the class may require, and the time allowed may admit, viz.:

Nature of Law in General, Law of Nations, Jurisdiction of Courts, Pleading and Practice in Law and Equity, Marriage and Divorce, Husband and Wife, Parent and Child, Guardian and Ward, Master and Servant, Corporations, Partnerships, Wills, Executors and Administrators, Contracts, Sale and Warranty, Statute of Limitations, Statute of Frauds, Bailments in General, Inn Keepers, Common Carriers of Goods, Common Carriers of Passengers, Commercial Paper, Insurance, Sales of Real Estate, Mortgages, Landlord and Tenant, Dower, Torts and Damages, Crimes and Punishment, etc.

This Summer Course will not take the place of any part of the regular law course in the University, but it will prepare the student for a more thorough comprehension of that course when he shall enter upon its study; and as a post graduate review it will serve to fix in the memory the principles of law already learned. After many years of experience in teaching young men, and in observing their needs, the Faculty are convinced that these lectures will prove greatly beneficial to those who attend them, and they advise all to do so, both those students who may have completed in whole or in part the regular course in the Law School here or elsewhere, and likewise those who are contemplating doing so.

Th object is to develop and impress in the most practical manner those principles of law that are of frequent application in the life of the lawyer, the business man, and the citizen. No previous preparation or attainments are required for admission to the class; there are no examinations of any kind, no quizzing, and no text-books.

The time covered by this lecture course falls wholly within the summer vacation, and does not conflict with the duties required in prosecuting the regular law course of the University.

Young men who contemplate entering the Law School in September can obtain the benefits of the lecture course by coming a few weeks in advance of the regular opening, and they will be sure to find it valuable as a preparation for the systematic study of law.

If you wish to review your reading before submitting to an examination for license, you should take this course. It will prepare you for that ordeal.

Expenses.

Lecture Fee (strictly in advance).....$20 00
Boarding in private families, per week.....$2 50 to 3 75

Address

ANDREW B. MARTIN, *Lebanon, Tenn.*

Honor Roll.

With a view to indicate to some extent the influence of the Lebanon Law School upon the country, it has been thought proper to give a list of some of the more prominent men who received their legal education here. The names here inserted are only a partial list.

Of more than two thousand graduates, and many more who took part of the course, hundreds have distinguished themselves at the bar and otherwise whose names, for want of space, cannot be given in this issue.

The Faculty will thank all our alumni who will suggest names to be added to this roll hereafter. This is only a beginning:

William B. Bate, U. S. Senator, Tennessee.
Joseph W. Bailey, U. S. Senator, Texas.
Howell E. Jackson, late Judge Supreme Court, U. S.
James D. Porter, ex-Governor, Tennessee.
James B. McCreary, ex-Governor, Kentucky, U. S. Senator.
W. M. McDowell, Judge, Tennessee.
David D. Shelby, U. S. Circuit Judge.
E. S. Hammond, U. S. District Judge.
C. D. Clark, U. S. District Judge.
John F. House, late M. C., Tennessee.
W. C. Caldwell, Judge Supreme Court, Tennessee.
Wm. D. Beard, Judge Supreme Court, Tennessee.
S. F. Wilson, Judge Court Chancery Appeals, Tennessee.

M. M. Neil, Judge Supreme Court, Tennessee.
Robert Hatton, General, Confederate Army.
Sterling Pierson, Chancellor, Tennessee.
M. E. Benton, M. C., Missouri.
R. S. Anderson, Judge, Texas.
I. E. Riddicks, Supreme Judge, Arkansas.
Theodore Brantley, Chief Justice, Montana.
W. G. Taliaferro, Judge, Texas.
N. N. Cox, M. C., Tennessee.
Thomas A. McClellan, Chief Justice, Alabama.
Henry A. Sharpe, Supreme Judge, Alabama.
R. C. Graffenreid, M. C., Texas.
A. G. Norrell, Judge, Utah.
Charles P. Clint, Judge, Texas.
A. M. Byrd, M. C., Mississippi.
H. O. Head, Judge, Texas.
Ira Landrith, Regent Belmont College, Tennessee.
B. J. Tarver, Chancellor, Tennessee.
Grant Green, Judge, Arkansas.
Wm. M. Hart, Judge, Tennessee.
Morgan C. Fitzpatrick, M. C., Tennessee.
Sterling Cockrell, Judge Supreme Court, Arkansas.
L. B. Valliant, Supreme Judge, Missouri.
M. H. Mabry, Supreme Judge, Florida.
A. J. Abernathy, Chancellor, Tennessee.
John S. Cooper, Chancellor, Tennessee.
J. W. Bonner, Judge, Tennessee.
I. T. Carthell, Judge, Tennessee.
R. P. Caldwell, M. C., Tennessee.
Edward H. East, Chancellor, Tennessee.
A. G. Merritt, Chancellor, Tennessee.
James Hurt, Judge Court of Appeals, Texas.
L. G. Gause, M. C., Arkansas.

H. J. Livingston, Chancellor, Tennessee.
J. H. Acklen, M. C., Louisiana.
Zach. Taylor, M. C., Tennessee.
W. H. Gill, Judge, Texas.
B. B. Battle, Supreme Judge, Arkansas.
B. A. Enloe, M. C., Tennessee.
Wm. H. Williamson, Judge, Tennessee.
H. M. Somerville, Supreme Judge, Alabama.
J. C. Kyle, M. C., Tennessee.
"Private" John Allen, M. C., Mississippi.
H. N. Hutton, Judge, Arkansas.
H. C. Speake, Judge, Alabama.
John W. Burgess, Dean Columbia University Law School, New York.
Reuben R. Gaines, Chief Justice, Texas.
John C. Ferris, Judge, Tennessee.
W. P. Caldwell, M. C., Tennessee.
E. I. Golladay, M. C., Tennessee.
H. Y. Riddle, M. C., Tennessee.
James Breathett, Judge, Kentucky.
W. S. McLemore, Judge, Tennessee.
Granville Ridley, Judge, Tennessee.
J. J. Dubose, Judge, Tennessee.
S. A. Rogers, Judge, Tennessee.
Levi S. Woods, Judge, Tennessee.
John Somers, Chancellor, Tennessee.
John A. Fite, Judge, Tennessee.
J. S. Gribble, Chancellor, Tennessee.
H. C. Snodgrass, M. C., Tennessee.
I. H. Goodnight, M. C. and Judge, Kentucky.
J. R. Flippin, Judge, Tennessee.
George E. Seay, Chancellor, Tennessee.
J. E. Halsell, Judge, Kentucky.

M. M. Smith, Chancellor, Tennessee.
Thomas S. Flippin, Judge, Tennessee.
W. H. Swiggart, Judge, Tennessee.
H. W. Lightfoot, Judge, Texas.
J. B. Grider, Judge, Kentucky.
W. E. Ward, Founder of Ward Seminary, Tennessee.
Edgar P. Smith, Judge, Tennessee.
James T. Polley, Judge, Texas.
Andrew Price, M. C., Louisiana.
Foster V. Brown, M. C., Tennessee.
Willis Reeves, Judge, Kentucky.
Robert B. Green, Judge, Texas.
J. M. Taylor, Judge Chancery Court of Appeals, Tennessee.
J. D. Conway, Judge, Arkansas.
Thomas W. Ford, Judge, Texas.
A. C. Allen, Judge, Texas.
E. G. Mitchell, Judge, Arkansas.
Cordell Hull, Judge, Tennessee.
W. H. Slemmons, M. C., Arkansas.
J. M. Lindsay, Judge, Texas.
John A. McKinney, Judge, Tennessee.
W. D. Frazee, Chancellor, Tennessee.
G. W. Hewitt, M. C., Alabama.
Thetus W. Sims, M. C., Tennessee.
Risden Tyler Bennett, Judge Supreme Court and M. C. from North Carolina.
J. W. McBroom, U. S. District Judge, Virginia.
R. M. Milburn, Professor of Law, University of Indiana.
Hugh L. Muldrow, M. C., Mississippi.
A. G. Sharp, Circuit Judge, Alabama.
W. S. Hill, M. C., Mississippi.
B. T. Kimbrough, Chancellor, Mississippi.

R. T. Shannon, Law Author, Tennessee.
W. H. Gill, Judge Court Civil Appeals, Texas.
Lucius P. Little, Circuit Judge, Kentucky.
Lysander Houk, Circuit Judge, Kansas.
J. D. Tillman, Minister to Ecuador.
Charles C. Crowe, ex-Governor, New Mexico.
A. M. Stephens, M. C., Texas.
A. C. Randall, M. C., Texas.
J. B. Gerald, Judge, Texas.
Joseph M. Hill, Chief Justice, Arkansas.
Wharton J. Green, M. C., North Carolina.
Robert E. Houston, General Confederate Army, Mississippi.
E. B. Kinsworthy, Attorney General, Arkansas.
T. C. Lyon, Chancellor, Mississippi.
W. B. Lamb, Attorney General, Florida.
W. M. McDowell, Judge, Tennessee.
Wm. L. Martin, Attorney General, Alabama.
Richard Morgan, Judge, Texas.
Houston McCurtain, Judge, Indian Territory.
J. C. McDonald, General, Confederate Army, Indian Territory.
Henry McCorry, Judge, Tennessee.
D. A. Nunn, M. C., Tennessee.
Wm. Poindexter, Judge, Texas.
Payne T. Prim, Judge, Oregon.
J. W. Phillips, Judge, Missouri.
W. B. Rogers, U. S. Attorney, Montana.
J. L. Rogers, M. C., Texas.
T. C. Randall, Judge, Kentucky.
W. H. Andrews, Judge, Texas.
S. Arakawa, Professor Imperial University, Japan.
George Anderson, Judge, Mississippi.

B. D. Bell, Judge, Tennessee.

Emory Fisk Best, Assistant Attorney General Interior Department United States Government.

M. R. Cox, M. C., North Carolina.

J. D. Cole, General Confederate Army, Tennessee.

A. H. Carrigan, Judge, Texas.

Warren Coleman, Judge, Mississippi.

Alex. W. Campbell, General Confederate Army, Tennessee.

Lucien Earle, Judge, Kansas.

Hidei Fukunoka, Professor of Law, Japan.

M. C. Givens, Judge, Kentucky.

T. D. Starnes, Judge, Texas.

M. B. Talley, Judge, Texas.

C. K. Wheeler, M. C., Kentucky.

Riebo Warner, M. C., ————————.

T. E. Whitfield, General Confederate Army.

R. W. Simpson, District Judge, Texas.

R. C. Simpson, Supreme Court Judge, Alabama.

J. R. Byrd, Judge, Mississippi.

Law Students, 1905-1906.

ADAMS, HAL W.....Thayer, Mo.
ANDERSON, ALEXANDER.....Lebanon, Tenn.
ANDERSON, J. LESLIE.....Lancaster, Ky.
AYRES, THOMAS WILLIAM.....Friar's Hill, West Va.
BATSON, W. C.....Hattiesburg, Miss.
BOUTON, WILLIAM PAISLEY.....Lebanon, Tenn.
BELL, THOMAS E.....Dyerburg, Tenn.
BOWEN, W. D.....Luxora, Ark.
BROOKS, O. HOUSTON.....Mayfield, Ky.
BONNER, SHEARON.....Dallas, Texas.
BOALS, C. P.....Covington, Tenn.
BUSHYHEAD, J. B.....Tallequah, I. T.
BOGLE, G. OTIS.....Kenton, Tenn.
CARRIGAN, STEVE, JR.....Hope, Ark.
CASTLEBERRY, W. L.....Salem, Ark.
CHASTAIN, J. O.....Dyer, Ark.
COCHRAN, ROBERT C.....Newbern, Tenn.
CAMERON, C. B.....Meridian, Miss.
COOPER, E. LAWRENCE.....Calvert City, Ky.
CHAMBERS, PAUL.....Lebanon, Tenn.
CROWELL, ERNEST W.....Shelbyville, Tenn.
DAVIS, ED. L.....Lake Village, Ark.
DENTON, H. J.....Decatur, Tenn.
EDWARDS, SAM.....Baxter, Tenn.
EDENS, WILLIAM.....Tyrone, Okla.
FRANKLIN, JOE S.....Fort Payne, Ala.
FONVILLE, LAFAYETTE L.....Dyer, Tenn.
GOODPASTURE, R. R.....Nashville, Tenn.
GARTH, J. HUNTER, JR.....Georgetown, Miss.
GARLAND, J. E.....Dyersburg, Tenn.
GIBBS, THOMAS OWEN.....Covington, Tenn.
GORE, J. J.....Elmwood, Tenn.

Gessler, Joseph.....Morrison, Tenn.
Gore, Charles C.....Elmwood, Tenn.
Grace, George.....South McAlester, I. T.
Greaves, William Francis.....Nut Bush, Tenn.
Head, Charles William.....Paris, Tenn.
Heidelberg, H. P.....Heidelberg, Miss.
Hayden, Charles D.....Centerburg, Ohio.
Hindman, Leslie L.....Water Valley, Ky.
Hall, James A.....Stratford, Texas.
Hudgins, William Edgar.....Union City, Tenn.
Heasty, Charles F.....Chattanooga, Tenn.
Handy, Isaac Stauffer.....Indianola, Miss.
Hutchison, James T.....Dyer, Tenn.
Holmes, Roy E.....Carrier Mills, Ill.
Johnson, Harry.....Menlo, Ga.
Kyser, William Dennis.....Richmond, Ala.
Lewis, Rufus Edgar.....Sparta, Tenn.
Lawrence, John J.....Jefferson City, Tenn.
Likens, Miss Edith.....Clarksdale, Miss.
Lester, J. D.....Guthrie, Ky.
Leeper, Wiley M.....Dandridge, Tenn.
Martin, Julius.....Earle, Ark.
Motsinger, W. L.....Carrier Mills, Ill.
McGregor, T. B.....Benton, Ky.
Moore, Garland S.....Wartrace, Tenn.
McMurrey, William.....Cold Springs, Texas.
Mayo, James Laurence.....Somerville, Tenn.
Miller, Charles Carroll, Jr.....Meridian, Miss.
Minton, E. L.....Kenton, Tenn.
McNabb, L. C.....Big Springs, Tenn.
Newman, Claire B.....Norwood, Tenn.
Owens, Robert T.....Jonesboro, Tenn.
Priest, Samuel Sylvester Ulna.....Lebanon, Tenn.
Porter, Dudley.....Paris, Tenn.
Price, Olis L.....Mayfield, Ky.
Rhine, Harry M.....Booneville, Miss.
Ramsey, M. H.....Cleveland, Tenn.
Rogers, Jesse L.....Lafollette, Tenn.
Sanders, Spotswood Henry.....Center, Texas.

Sims, Thomas B.....Lebanon, Tenn.
Smith, M. F.....Oxford, Ark.
Smith, Robert Joseph.....Yorkville, Tenn.
Smith, W. M.....Braggs, Ind. Ter.
Smiser, M. B.....Culleoka, Tenn.
Suggs, A. Thomas.....Collierville, Tenn.
Shepherd, Frederick Samuel.....Chattanooga, Tenn.
Sawyer, Ben S.....El Paso, Texas.
Tate, John C., Jr.....Clarksville, Tenn.
Tipton, Clint B.....Tiptonville, Tenn.
Taylor, Daniel.....Pine Bluff, Ark.
Tyson, Hugh E..... Paris, Tenn.
Vaughn, Mrs. Lena K.....Poplar Bluff, Mo.
Via, James D.....Clinton, Ky.
Vaughn, Loren Felix.....Poplar Bluff, Mo.
Wisdom, J. F.....Muscogee, I. T.
Whitley, Albert Portlen.....Waxahachie, Texas.
Wilkinson, Charles D.....Pulaski, Tenn.
Wells, Joe Rendall..... .....Tutwiler, Miss.
Walker, Lewis H.....Lebanon, Tenn.

Students taking entire course..... 91
Students taking partial course..... 27

Total.. 118

Law Graduates, 1905-1906.

Adams, Hal W.....Missouri.
Anderson, Alexander.....Tennessee.
Anderson, J. Leslie.....Kentucky.
Ayres, Thomas William.....West Virginia.
Bouton, William Paisley, M.D.....Tennessee.
Bell, Thomas E.....Tennessee.
Bonner, Shearon.....Texas.
Boals, C. P.....Tennessee.
Bushyhead, J. B.....Indian Territory.
Carrigan, Steve, Jr.....Arkansas.
Castleberry, W. L.....Arkansas.
Chastain, J. O.....Arkansas.
Cochran, Robert C.....Tennessee.
Crowell, Ernest W.....Tennessee.
Denton, H. J.....Tennessee.
Edens, William..... Oklahoma Territory.
Franklin, Joe S.....Alabama.
Fonville, LaFayette L.....Tennessee.
Garth, J. Hunter, Jr.....Mississippi.
Garland, J. E.....Tennessee.
Gibbs, Thomas Owen.....Tennessee.
Head, Charles William.....Tennessee.
Heidelberg, H. P.....Mississippi.
Hayden, Charles D.....Ohio.
Hall, James A.....Texas.
Hudgins, William Edgar.....Tennessee.
Heasty, Charles F.....Tennessee.
Hutchison, James T.....Tennessee.
Holmes, Roy E.....Illinois.
Johnson, Harry.....Georgia.
Kyser, William Dennis.....Alabama.
Lewis, Rufus Edgar.....Tennessee.

LAWRENCE, JOHN J.....Tennessee.
LIKENS, EDITH.....Mississippi.
LESTER, J. D.....Kentucky.
MARTIN, JULIUS.....Arkansas.
MOTSINGER, W. L.....Illinois.
MCGREGOR, T. B.....Kentucky.
MOORE, GARLAND S.....Tennessee.
MCMURRAY, WILLIAM.....Texas.
MAYO, JAMES LAURENCE.....Tennessee.
MILLER, CHARLES CARROLL, JR.....Mississippi.
MINTON, E. L.....Tennessee.
MCNABB, L. C.....Tennessee.
NEWMAN, CLAIRE B.....Tennessee.
OWENS, ROBERT T.....Tennessee.
PRIEST, SAMUEL SYLVESTER ULNA.....Tennessee.
PORTER, DUDLEY.....Tennessee.
PRICE, OLIS L.....Kentucky.
RHINE HARRY M.....Mississippi.
ROGERS, JESSE L.....Tennessee.
SANDERS, SPOTSWOOD HENRY.....Texas.
SMITH, ROBERT JOSEPH.....Tennessee.
SMISER, M. B.....Tennessee.
SHEPHERD, FREDERICK SAMUEL.....Tennessee.
SAWYER, BEN S.....Texas.
TATE, JOHN C., JR.....Tennessee.
TAYLOR, DANIEL.....Arkansas.
TYSON, HUGH E.....Tennessee.
VIA, JAMES D.....Kentucky.
VAUGHAN, LOREN FELIX.....Missouri.
VAUGHN LENA K.....Missouri.
WHITLEY, ALBERT PORTLEN.....Texas.
WILKINSON, CHARLES D.....Tennessee.
WELLS, JOE RENDALL.....Mississippi.
WALKER, LEWIS H.....Tennessee.

TOTAL 66.

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